

**DETERMINANTS AND SOURCES OF REPUTATIONAL RISK AT THE UNIVERSITY
OF ZAMBIA: A FUNCTIONAL PRAGMATIC APPROACH**

BY

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partial fulfilment of the requirements for the award of the degree of Master of Science in
Accounting and Finance**

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DECLARATION

I, **Njekwa Namukokoba**, do hereby solemnly declare that this dissertation represents my own work, except where otherwise acknowledged, and that it has never been previously submitted for a degree at the University of Zambia or any other University.

Signature:

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APPROVAL

This dissertation of **Njekwa Namukokoba** is approved as partial fulfilment of the requirements for the award of the degree of Master of Science in Accounting and Finance by the University of Zambia.

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ABSTRACT

The study sought to understand reputational risks at the University of Zambia (UNZA) and explore measures to strengthen reputational risk management at the institution. The researcher adopted a pragmatic view in conducting the study, and hence used the embedded mixed methods design. The dominant approach in the study was quantitative, supported by qualitative data as a way of deepening the overall analysis. Structured questionnaires were administered to 42 UNZA senior administrators, and semi-structured personal interviews were conducted with representatives of staff, students, and senior administrators. The study established that student protests, staff strikes, and social media abuse were the dominant reputational threats in the five-year period between 2014 and 2019; staff strikes represent the main threat in the next three years, and that sexual harassment and quality of educational services were perceived to be average and below average threats to reputation at UNZA respectively. Participants were generally of the view that poor communication, under-resourcing, and absence of a risk management framework at UNZA were the main contributors to the persistence of reputational threats at the institution. The research noted that, although UNZA is taking steps to come up with a risk policy, an enterprise risk management (ERM) framework was the long-term solution to reputational and other institutional risks. The research concludes that the leadership of the University should take full responsibility for all risks faced by the University, without shifting any blame to government or stakeholders. The University recommends the adoption of an action-oriented approach to the development and promotion of an appropriate institutional culture, and cultivate a sense of collective ownership in all University stakeholders. Words alone are not enough, but senior management need to demonstrate serious commitment to meeting their promises to stakeholders. Public relations work will have to start with internal stakeholders because it is their actions that shape the reputation of UNZA.

Keywords: Reputational Risk, UNZA, ERM, student protests, go-slow strikes, Higher Learning Institution

DEDICATION

This work is dedicated to my family for the patience, moral and spiritual support they rendered to me during the entire period that I was kept busy doing this study. Their endurance gave me hope and encouragement in times when I was almost failing to complete this study.

To my late parents, I will always remember the encouragements and hope you gave me more especially your wise counsel and encouragements that “who you are tomorrow begins with what you do today”. How I wish there were here to see the fruits of this work. Parents, you were by far the best teacher and my inspiration I have ever had. To my siblings, thank you so much for believing in me.

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Martin Luther King Jr. an American Baptist minister and activist, said, “If you can’t fly, then run, if you can’t run, then walk, if you can’t walk, then crawl, but whatever you do, you have to keep moving forward.” Such sermons have kept me pulling through despite hardships. Above all, I believe in God’s wise counsel and in Him alone base my faith.

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ACRONYMS AND ABBREVIATIONS

ERM	Enterprise Risk Management
ERMF	Enterprise Risk Management Framework
GRZ	Government Republic of Zambia
HEFCE	Higher Education Funding College of England
IHE	Institution of Higher Education
NACUBO	National Association of College and University Business officers
NGO	Non-Government Organizations
RM	Risk Management
RQ	Reputation Quotient
RR	Reputational Risk
UNZA	University of Zambia
UNZALARU	University of Zambia Lecturers and Researchers Union
UNZASU	University of Zambia Student Union

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Background to UNZA

The University of Zambia (UNZA) is a State University established in terms of the University of Zambia Act no. 66 of 1965, and had its first intake in March of 1966. The University had the special mandate of providing higher education services to meet the developmental needs of Zambia. It provides an essential service to the community and the nation at large, and thus is critical to national social progress and economic growth. Because of this, UNZA ought to be of high ethical principles regarding quality and the training they impart and the research they undertake. In short, UNZA is the key actor in national development. Thus, they need to manage reputational risk to retain their position as the biggest institution of higher learning in Zambia.

In support of the University's mandate, the government of Zambia initially provided full financial support to students enrolled at the University in terms of tuition fees, accommodation and bedding, meal and book allowances paid directly to the University. However, since the 1980s, the extent of student financial support from government has gradually fallen, ultimately leading to the scrapping of meal allowances (popularly known as BC) starting with the 2018/19 intake, leaving only book and project allowances payable directly to students. Over the years the University has expanded its student intake and number of programmes without a corresponding increase in infrastructure investment. The twin pressures of decreasing finances and increasing student numbers have stirred tensions between the University, students, and staff. The past five years have witnessed a spike in cases of student protests (actually popular opinion is that government scrapped meal allowances because they were believed to have been the key reason behind student protests in the past¹) and staff industrial action. The consequent damage to infrastructure, disruption of learning, loss of life (a fourth year female student died in October 2018 at the UNZA main campus after police tear-gassed student residences during a protest over delayed meal allowances) and the broader tainting to the image of the University have left more

¹<http://www.themastonline.com/2019/11/08/scrapping-of-student-meal-allowances-a-harsh-decision/>

work to be done to maintain its corporate image. In fact, the University acknowledges in its 2018-2022 Strategic Plan that the brand image of UNZA is at a low and measures are needed to boost brand UNZA.

Reputational risk is one of the top risks that institutions of higher learning are exposed to due to its fast speed to spread, and the consequences thereof (Baker, 2019). Reputation is a major source of competitive advantage to all institutions of higher learning across the globe. It is a significant asset since with a respectable reputation, an educational institution can attract the top students, sponsors, and accomplished intellectuals, among other benefits, which could enhance the quality of its educational programs (Andem,2014).Usually, people assess the quality of an education based on the reputation of the awarding institution. Universities spend a lot of money and resources to build their reputation, only to see those reputations damaged due to the negligence or indiscretions of a selected few (Centko, 2017).

Student violence, go-slows by the University of Zambia staff and other negative events have become the norm at UNZA (Nakazwe, 2017). These negative events are the main sources of reputational risks at the institution. Centko (2017) argue that educational institutions cannot totally prevent damage to reputation, but they can substantially mitigate it by implementing enterprise risk management practices. Centko (2017) further explained that enterprise risk management in higher education helps colleges and universities to identify and manage reputational risk. According to Baker (2019), in managing reputational risk it is essential to take guidance from the ERM framework, especially the governance and culture aspects. Higher education institutions have historically been slow to adopt ERM policies and practices.

1.2 Statement of the Problem

The University of Zambia faces increasing reputational risk in the wake of recurrent incidents of student riots, sexual assault, and strikes by members of the university academic staff. The reputational damage caused by the events is beyond quantification. Brand UNZA is under serious threat and whatever measures management have put in place to manage reputational risk are

clearly not producing the desired results. It is thus important to understand why reputational risk events persist at UNZA.

Because UNZA is a very old public university, tradition is a serious threat to adaptation. As the first University in Zambia, UNZA enjoys a stock of reputational capital accumulated over many years. As is the norm, old institutions easily become complacent and assume that past reputation is assurance of everlasting reputational advantage. Thus, this study hypothesizes that reputational risk is not a priority risk at UNZA, especially given the persistence of student riots and staff protests in the past two years. There is clear lack of coherence in the way UNZA management has dealt with reputational risk events. If at all there is any reputational risk management strategy at UNZA, it has failed. According to Paul (2018), institutions cannot successfully manage reputation risk unless they build a governance and culture component based on the Enterprise Risk Management Framework (ERM).

ERM has just but started to make in-roads into corporates in Africa, but the concept is yet to receive recognition in public institutions. This is partly worrying because public institutions account for the bulk of economic activity in African countries. To make things worse, African scholars are yet to study the gap in how risk management is done in public institutions in general and Universities in particular. The traditional approach of Universities focuses mainly on managing campus and data security and other insurable risks relating to people and physical assets. ERM is touted as the gold standard in modern risk management (Mutenga, 2018) and any risk management initiative rooted in the “silos” tradition is likely to come short of addressing the broader risk management needs of institutions of higher learning. Therefore, this study sought to understand reputational risk concerns at UNZA and explore ways to strengthen the management of reputational risk at UNZA.

1.3 Objectives of Research

The primary objective of the research was to critically review reputational risk events at UNZA, and understand the underlying issues, with a view to suggest measures to strengthen reputational risk management at the University.

In order to achieve the primary objective of the study, the following secondary objectives of the research were identified:

- 1) To identify sources of reputational risks facing the University of Zambia.
- 2) To understand the reputational risk environment at the University of Zambia, with a view to explain the persistence of reputational risk events at the institution.
- 3) To recommend appropriate measures for the elicited risks that could be considered to strengthen the management of reputational risk at the University of Zambia.

1.4 Research Questions

1. What are the sources of reputational risks?
2. Why do reputational risk events persist at the University of Zambia?
3. What ought to be done to strengthen the management of reputational risk at UNZA?

1.5 Scope of the Study

The researcher took a case study approach to provide alternative measures to enhance the management of reputational risks at the University of Zambia. The study was conducted at the University of Zambia Great East Road, Lusaka Province. The University of Zambia was chosen because it is the nation's biggest and oldest institution of higher learning.

The research was limited to UNZA management, representatives of academic and non-academic staff, and student representatives who were accessible at the Great east road campus in Lusaka. The study covered student protests, strikes by academic staff. To further understand how these reputational exposures are managed at UNZA, the study interrogated the policies, strategic plans, and procedures at UNZA that deal with risk in general and reputational risk in particular.

1.6 Significance of this Study

This study has notable contributions and not only to the literature by adding knowledge to reputation risk management in universities, it has also presented a framework for enterprise-wide

reputation risk management that could apply in a public university thereby addressing risk strategy, risk assessment, risk governance and risk culture as key elements of ERM. In contrast to previous research, this study offers a broader perspective on the underlying causes and consequences of reputation damage based on empirical evidence and insight from the field experience and provide additional detail in identification of reputation antecedents and costs. While much of reputation risk studies exist in various places in the literature, very little is known about risk reputation in universities and whatever is available has not been organized into a cohesive framework nor used in developing an ERM strategy. The framework is intended to support overall organizational strategic objectives through identification of successful methods to protect and support the University of Zambia's reputation.

This study's findings bring risk management to the academic world. It has enhanced knowledge and understanding on risks and risk management in a higher education context which could be transferrable to other higher educational institutions. The study could correct people's incorrect perceptions on risk management. Risk management is not another layer of bureaucracy. Rather, it is an effective management tool to assist universities to achieve their strategic objectives.

1.7 Limitations of the Study

Like all studies, this has its own limitations based on the research design that was used. The study was conducted to understand reputational risk issues at UNZA using three risk events as highlights. Reputational risk is however a broad concept that includes more than just protests and strikes. Thus, while an attempt was made to cover the subject at hand, it remains important to note that more needs to be understood. The use of UNZA as a case study means that the results cannot readily be generalized to other public Universities of a different size and age but may be transferable. However, since all public Universities rely heavily on State funding, there are some commonalities in terms of student and staff grievances.

Another limitation of this study regards the extent of sampling bias in the quantitative part of the study. Since purposive sampling was used, it was difficult to establish the extent of systematic bias that was introduced as a result of not using a probability sampling technique. Nonetheless, it

is noted that due to the small size of the target population, the sampling effects should be minimal. It could have been ideal to have included the student populace as well. Thus, the researcher had to settle for views of administrators, which pose challenges with objectivity and accuracy. Triangulation of data sources however helped to fill in the gaps and give a more comprehensive picture of the issues. Given the mitigation measures above, the results of this study are argued to be relevant, useful, and reliable.

1.8 Terminology

This subsection sets out the meanings of reputation risk and other related terms used in this dissertation.

“Reputation” means a collection of the perception, opinions, and beliefs that a firm have in respect of the policies (Bonime-Blanc and Ponzi, 2016).

“Reputation event” includes any action, incident, or circumstance in relation to an AI which induces, or is likely to induce, reputation risk for the firm. For example, such an event may arise from market rumours, severe regulatory sanctions, or heavy financial losses. Some of these events, if not acted upon swiftly and effectively, may turn into a full-blown crisis (e.g. a bank run).

“Reputation risk” means the risk that a firm’s reputation is damaged by one or more than one reputation event, as reflected from negative publicity about the firm’s business practices, conduct, or financial condition. Such negative publicity, whether true or not, may impair public confidence in the firm, result in costly litigation, or lead to a decline in its customer base, business, or revenue (Aven and Renn, 2009).

“Reputation risk management process” means the risk management process adopted by a firm to identify, assess, control, monitor, and report reputation risk (Bonime-Blanc and Ponzi, 2016).

“Stakeholders” mean those groups of individuals or organisations that (i) are involved or interested in the affairs of a firm, or (ii) can exert an influence over, or are affected by, the firm and its activities.

“Risk management” means the process of identifying, assessing and controlling threats to an organization's capital and earnings. These threats, or risks, could stem from a wide variety of

sources, including financial uncertainty, legal liabilities, strategic management errors, accidents and natural disasters (COSO, 2004).

1.9 Organisation of the Dissertation

Chapter one- Contains the introduction and shows the background of the problem, research objectives, research questions, and justification of the study, scope of the study and limitations thereof.

Chapter two- Explains both theoretical and empirical evidence of the study. It gives different opinions from different authors pertaining to the subject in the question. The chapter gives an in-depth analysis of the reputational risk management in institutions of higher learning. Empirical evidence relating to the study is also given.

Chapter Three-Gives details of the research design that was used in the study to obtain all the results from the study. This chapter shows in detail the tools that were used for gathering all the necessary data for the research, how it was conducted and how the gathered data would be presented for analysis.

Chapter Four- Presents all the data that was gathered in form of tables, charts and graphs for analysis purposes.

Chapter five- Gives a summary of the research findings and conclusions for the data that was collected and analysed. Recommendations to the University of Zambia and policy makers are given. Suggestions for future study are also made explicit

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter lays the theoretical and empirical foundation of this study by reviewing literature on reputation and reputational risk management. The review was guided by the following themes: defining reputation and reputational risk, measuring reputation, sources of reputational risks, policies and governance of reputational risk, Traditional Risk Management, Enterprise Risk Management (ERM), ERM Frameworks, ERM Processes, and reputational risk in Institutions of Higher Learning. A thorough review of literature available indicates that not much has been written on reputational risk in African institutions of higher learning.

2.2 Key Risks in the University Environment

This section presents risks faced by universities. The purpose is to show that universities, like any other for-profit corporations, are exposed to risks. The issue of risks in universities seems irrelevant, as risk is normally associated with extreme sports, business and financial dealings. Universities are viewed as ivory towers, isolated and separated from the corporate world; places for deep thinking and discussing matters of philosophy, theories and ideas. It is a place to teach and develop young minds of future's leaders and managers. Therefore, the concept of risks seems irrelevant in such a place. The reality, however, is risk is part of everyday life and universities like any other people and business are exposed to risks. According to Mitroff et al. (2006), despite their core education mission, universities are more like cities in terms of numbers and variety of services they provide. Institutions of higher education are complicated businesses, with millions of dollars at stake. Yet, they do not like to think of themselves as enterprises (Lundquist, 2015).

A university in its “Ivory Tower” has been blinded to many of the aspects of the world outside that tower, and risks being one of them (Raanan, 2009). Raanan (2009) further argued that universities behave as if the traditional way of work was guaranteed forever. The reality,

however, is that universities cannot be more in error in their perspective regarding risks. The following is a brief review of key risks faced by universities.

The Higher Education Funding Council for England (HEFCE) defines risk as the threat that an action or event will adversely affect an organization's ability to achieve its objectives (HEFCE, 2001). The definition links risk directly to organizational objectives. The HEFCE further noted that, the objectives of risk management are to ensure institutional objectives are more likely to be achieved, damaging things will not happen or are less likely to happen and beneficial things will be or are more likely to be achieved. Similarly, the National Association of College and University Business Officers (NACUBO) defines risk as any issue that impacts an organization's ability to meet its objectives (Cassidy et al., 2001). Thus, the achievement of organizational objectives is conditional upon an effective management of risks that threaten success.

According to a leading global provider of risk management services, AON in their 2011 Global Risk Management Survey (AON, 2013), the top three risks for higher education were regulatory and legislative changes, economic slowdown, and damage to brand or reputation. Cassidy et al. (2001) documented five types of risk faced by universities as strategic, financial, operational, compliance, and reputation risks. URMIA (2007) documented the same risk areas, and noted that universities leaders need to address them as they map new strategies for their institutions. Leaders need to understand the risks, and establish a risk conscious tone at the top for their organizations. The risks are defined briefly as follows:

i. *Strategic Risk (Goals of the Organization)*: Risk that arises from the organization's positioning in its competitive environment, its decision to enter into new markets or exit existing markets, new product development and product mix changes, among other strategic decisions. Thus, strategic risk is assessed from what the organization is doing or not doing, as well as what competition is likely to do or is doing, that may affect achievement of strategic objectives. In developing strategic plans, universities should consider the risks associated with each strategy. Institutions of higher learning must market their unique advantages, strive to be competitive and be a vital presence in the communities they serve. An appropriate risk management framework can support the upside of risk and protect against the downside of risks in all the endeavors.

ii. *Financial Risk (Safeguarding Assets)*. Risk that may result in loss in income or reduction in asset values. These include changes in interest rates, share prices, and exchange rates among various financial market prices. Where the University has invested in financial assets, borrowed from banks or the market, or is owed outstanding amounts in local or foreign currency, financial risk is always a concern.

iii. *Operational Risk (Processes that Achieve Goals)*: This is risk that affects the proper execution of business transactions due to weaknesses, errors, or failures in processes. Implementation of new systems for student registration for instance may result in disruptions due to system overloads, errors, or may alter and render ineffective existing internal controls (for example some students may even register without paying required fees due to a system error). Universities are dependent upon day-to-day operations for their success and, as such, must assess operational risks.

iv. *Compliance Risk (Laws and Regulations)*: Risk that affects compliance with externally imposed laws and regulations, as well as with internally imposed policies and procedures concerning safety or conflict of interest. Thus, it includes internal and external reporting and may involve financial and non-financial information. Non-compliance with external laws, regulations and rules can be costly.

v. *Reputation Risk (Public Image)*. Risk that affects an organisations' reputation, brand or both. The risk may result from failure to effectively manage any or all of the other risk types. Reputation risk involves perception. Many organizations' images have been damaged and reputations tarnished by failure to effectively manage reputation risks. Emphasis on employee and educational integrity and a clear statement of the ethics and moral values emanating from the top is an important component of this risk.

2.3 Reputation and Reputational Risk

2.3.1 Defining Reputation

Scholars in different disciplines such as management and organization, marketing, and financial management have presented various definitions of reputational risk. For example, Bonime-Blanc and Ponzi (2016) defined reputational risk as the risk of damaging the institution's trustworthiness in the marketplace. Reputation Institute (2015), an association for everyone who has a responsibility for risk management and insurance for their organization, defines the reputation of an organization as the level of trust, admiration, good feeling, and overall esteem a stakeholder has for that organization.

Reputation is driven by the perception of an organization on seven specific dimensions (leadership, performance, products/services, innovation, workplace, governance, and citizenship), where a loss of trust in any dimension will cause a reduction in reputation. Reputation Institute (2015) therefore describes a reputation risk as "A negative event that will reduce the perception of you delivering on expectations." In addition, Financial Times Lexicon (2016) describes reputational risk as the possible loss of the organization's reputational capital. Imagine that the company has an account similar to a bank account that they are either filling up or depleting. Every time the company does something good, its reputational capital account goes up; every time the company does something bad, or is accused of doing something bad, the account goes down.

Ngwenya (2017) defined reputational risk as the "risk arising from negative perception on the part of customers, counterparties, shareholders, investors, debt-holders, market analysts, other relevant parties or regulators that can adversely affect a bank's ability to maintain existing, or establish new, business relationships and continued access to sources of funding." This definition resembles the concept of perception. Deloitte (2017) defined reputation risk as "any event which has the potential to affect the long-term trust placed in the organization by its stakeholders, thus affecting areas such as customer loyalty, staff retention and shareholder value." This study was based on Deloitte (2017) definition of reputation risk.

2.3.2 The importance of Reputation

Reputation is an asset to an organization and just like any other asset, it has to be managed well. Its importance has increased over the past two decades, and it is recognized as a source of sustainable distinctive competitive advantage (Sarstedt et al., 2013 and Casado et al., 2014). Potential damage to an institution's reputation is an important strategic risk for institutions to monitor as part of their overall risk portfolio. At some institutions, reputation earns a separate and distinct listing on the institution's register of top risks. At other institutions, a damaged reputation results from the occurrence of another top risk. Whether identified separately in a risk register or viewed as the result of events that tarnish or enhance it, higher education leadership consistently confirm that reputation is the most valuable asset of an institution and must be aggressively and proactively managed. Managing reputational risk has advantages and can lead to higher performance. Failure to manage reputational risk can have devastating consequences such as decreased state funding, decreased contributions, significant drops in the number and types of new student applications, disenfranchised alumni, accreditation problems, and key employee turnover.

Management of a University's reputation and reputational risk should be enjoined with its broader risk management strategy and process. While reputation may be a function of the history and longevity of an organization, on-going activities and communications have a significant role to play in building and sustaining reputation (Swanepoel et al, 2017). Reputation is essentially a perception which forms outside the organization and thus reputational risk management is about managing the factors that are a source of reputation for the organization (Lizarzaburu, 2014; Okur & Arslan, 2014 and Van den Bogeard & Aerts, 2014). Because it is intangible, vague and abstract, reputation is difficult to measure (Vargas-Hernandez, 2013 and Koutsoukis & Roukanas, 2014). As a result, it is possible for long-lived organizations to be complacent, especially if there is limited competition, so that reputational risk concerns are approached from a defensive or dismissive position.

Managing reputational risk is demanding, Loh (2007) but since reputation is perception, it is perception that must be managed (Okur & Arslan, 2014 and Van den Bogeard & Aerts, 2014). A

holistic approach to reputational risk management requires that, over and above what management does, the board of directors, being the highest governing body, must exercise an oversight function over multiple areas (Razaei, 2007), in ways that are contextual, objective, and, if possible, quantitative. The assessment of reputational risk assessment is to gauge the organisation's ability to meet the performance expectations of its multiple stakeholders. Swanepoel et al (2017) point out the need to set up processes that encompass enterprise-wide risks and to fully appreciate how they affect public perception about the firm. These processes ought to control any potential reputational damage via not only a communication strategy, but also via a comprehensive response strategy that addresses spill-over business risks that arise from reputational failure (Atkins et al., 2006 and Conference Board, 2007).

2.3.3 Measuring Reputation

The measurement of reputation is marred by controversy (Vargas-Hernandez, 2013 and Koutsoukis & Roukanas, 2014). A number of measurement approaches exist to measure corporate reputation (Klewes & Wreschniok, 2009). Nevertheless, many of them have been criticized for being overly focused on financial performance, using a uni-dimensional measurement item or being based on the view of a single stakeholder (Chun, 2005). Identification and understanding of reputational risk are an important precondition for its assessment (Swanepoel et al, 2017). Organizations that focus on media-friendly external measures such as rankings and ratings are likely to trail behind in their management of reputational risk (Power et al., 2009). Instead, a comprehensive assessment of the potential outcomes of reputational risk on various shareholder groups must be made (Koutsoukis & Roukanas, 2014; Lizarzaburu, 2014; Okur & Arslan, 2014 and Van den Bogeard & Aerts, 2014).

2.3.4 Reputation Measures

i. Ranking measures

Ranking measures are well-established and encompass ranking by the media. Media rankings include assessment of stakeholder responses to questions relating to their respect for and/or admiration of a particular company (Swanepoel et al, 2017). Respondents are asked questions relating to a single attribute such as respect or admiration, but this uni-dimensional approach has been criticized for failing to address all the facets of reputation (Chun, 2005; Sarstedt et al., 2013 and Zhu et al., 2013). In addition, Sarstedt et al. (2013) opine that these measures cannot capture all facets of corporate reputation. Being an abstract construct, it has been recommended in the literature that reputation must be measured using a multi-item (Davies et al., 2010; Chun, 2005; Sarstedt et al., 2013 and Zhu et al., 2013).

ii. The reputational quotient (RQ)

The RQ uses personality to assess a firm's reputation. It measures both image and identity, (Davies et al., 2003; Chun, 2005 and Chun & Davies, 2006), and allows assessment of any gap between the two. The RQ is deemed conceptually superior to ranking measures because of the emotional aspect (Davies et al., 2014 and; Karabay, 2014) but it has been criticised for its reliance of cognitive elements (Davies et al., 2004; Schwaiger, 2004; Porritt, 2005; Barnett et al., 2006; Schwaiger et al., 2009 and Sarstedt et al., 2013).

iii. Identity measures

Balmer and Soenen (1999) developed the ACID test (Actual, Communicated, Ideal, Desired Identity) of corporate identity management. The Actual Identity reflects the reality of the organisation, that is its internal values, behaviours, activities, market performance, and positioning. The Communicated Identity is a dual concept. First, it refers to the corporate reputations held by the organisation among its many stakeholder groups. Second, it also includes total corporate communication, which refers to both controllable communication, such as

advertising and PR and non-controllable communication, such as employees discourse, rumours and commentaries made about the organisation in the media. The Ideal Identity refers to the optimum positioning the organisation could achieve in its market or markets. The Ideal Identity is conceptual and represents the optimal situation. It is a function of the environment and notably technology, competition, industry trends, consumer values, buying behaviour, and social environment. Desired Identity refers to the management vision and the mission of the organisation. It lies in the heads and the hearts of the decision makers; those who hold positions of power within the organisation.

To measure the interface between actual and desired identity, a range of qualitative research techniques such as interviews, observation, history audit and focus groups have been recommended in the literature.

2.4 Reputational Risk

2.4.1 The Significance of Reputational Risk

According to Louisot (2004), a reputation can be ruined overnight by an ill-managed event which results in a crisis. The challenge is that such reputational damage can come from any direction. A lower reputation may result from any risk with which the organization is confronted, and that damage is directly linked to the way in which the incident/accident is managed as well as to the organization's capacity to react to and deal with the event. In other words, the key for handling reputational risk is sound risk management, coupled with straightforward communication about the problem that the organization is facing. Reputational risk is viewed by senior administrators as the most-significant threat that can be posted. Depending on the severity, it is difficult to recover from reputational failure, with an approximate time of 3.5 years (The Conference Board, 2007).

Reputation risk management is not the same as crisis management planning. If you have to wait, it is already too late. At the center of reputational risk management is a cultural vigilance for protecting the reputation of the organization. Another crucial consideration is that

there is practically no risk transfer mechanism to cover the perils that are linked to reputation management; specifically, there is no economically imaginable insurance solution for the brand and image risks that were highlighted. The inability to insure is why strategic redeployment planning, using all the tools of sound project management, is at the core of mitigating reputational risk (Louisot, 2004).

2.4.2 Sources of Reputational Risks

Wealer (2012) articulates how student riots and sexual harassment damaged reputation of British universities globally. Student protests, quality of educational services, and sexual harassment are some of the sources of reputational risks (Centko, 2017).

i. Sexual Assault in Institutions of Higher Learning

According to Kerner et al (2016), sexual assault is defined as any type of sexual contact or behavior that occurs without the explicit consent of the recipient. This includes rape, attempted rape, fondling, and other forcible sexual actions. Sexual assault scandals have brought public attention to the fact that there is a need for colleges to aggressively address the issues surrounding sexual assaults on their campuses.

A study by Kerner et al (2016) on Sexual Assault on College Campus indicated that one in four women is sexually assaulted each year, but few women report this. Women suffer major psychological issues when assaulted. Laws and college prevention programs seem to have little effect on the occurrence of sexual assaults. Features common to most sexual assaults can be identified. The paper provided information from pertinent statistical studies, the laws addressing sexual assaults, the commonalities within occurrences, and the lack of transparency in reporting crime data. Prevention programs exist but show limited success, and the paper proposes a comprehensive prevention program for college campuses.

A study undertaken by Singh et al (2015) at the University of KwaZulu-Natal on the *what, who and where* of female students' fear of sexual assault on a South African University campus

shows that, sexual assault is a serious and urgent concern at university campuses. The fear of sexual assault is widespread and expressed almost exclusively by women. The briefing of an explores female students' fears about sexual violence and the spaces within which they feel vulnerable while at university, with a view to planning effective interventions to address their fears. The research was done by working with them towards understanding the nature and extent of sexual violence, how to deal with it when it occurs and, most importantly, how to prevent it. The analysis pulled the responses of 133 female students at a university in KwaZulu-Natal, who participated in an online survey titled 'Safer learning environments', which comprised of closed- and open-ended questions.

The findings of Singh et al (2015) reveal that the fear of sexual assault is widespread, especially amongst women living in university residences. The people most feared are outsiders and male students. Given the powerful ways in which female students' activities on campus are shaped and constrained by their fear of sexual violence, it is important to gain their perspectives on how sexual violence is understood, how it is reported, and how it can be addressed. Comprehensive interventions that include and move beyond strengthening security measures and punishment are critical. These have to actively engage students in reflecting on and challenging social and cultural norms that normalize violence against women.

Ngoma and Mwela (2014) studied sexual harassment at the University of Zambia (UNZA) and concluded that sexual harassment was a serious problem at UNZA and female students were more likely to be affected. There was no gender difference on the knowledge about sexual harassment but there was a significant gender difference in the perception of sexual harassment occurring at UNZA. There were significantly more female students who perceived a lot of sexual harassment to be occurring at UNZA. More female students also perceived that students were likely to harass other students and students were likely to harass lecturers. Ngoma and Mwela (2014) further noted that, the problem of sexual harassment at UNZA should not be underestimated, and recommended that a policy on sexual harassment be formulated at UNZA.

In a study on effectiveness of sexual harassment policies and procedures at higher education institutions in South Africa, Jourbert (2011) noted that sexual harassment policies are generally

in place in higher education institutions, but it is not clear how effective they are, as determined by the awareness of the policy. The study sought to investigate the awareness levels of academic staff members at higher education institutions in South Africa of sexual harassment policies and procedures in their institutions. A number of high-profile court cases emphasized the need for effective policies to reduce the incidence of sexual harassment complaints. The results showed that despite indications that sexual harassment policies do exist and that they are regarded as effective tools in addressing sexual harassment, the implementation of such policies is not effective and few academic staff members received training and/or guidance on the utilization of the policy.

The review of literature above shows that female students, particularly those that stay in campus residences are more vulnerable to sexual harassment by not only other students, but also male lecturers and support staff. It can be inferred that this vulnerability is higher in institutions where there is shortage of student campus accommodation, as well as among students from poor families, with limited access to student meals are not readily accessible at affordable prices.

ii. Quality of educational Services

Ali et al., (2016) studied the effect of Malaysian public universities' service quality on international student satisfaction, institutional image and loyalty. Their findings showed that all the five dimensions of higher education service quality influence student satisfaction which in turn influences institutional image, and together, they influence student loyalty.

Jager and Werner (2014) investigated reputation risks and quality of services in education and revealed that, higher education across the globe is facing various changes, including commercialization, globalization, funding restrictions and declining enrolment numbers; all translating in a higher level of competition. Attracting quality students in this highly competitive education environment is crucial as poor retention ratios is a reason for concern and government funding is consequently influenced adversely. The study examined and compared criteria related to the importance of reputation and information to attract students in different countries. In all countries, quality of educational services is recognized as a crucial driving force in protecting

reputation and the accessibility of education is politically important. Jager and Werner (2014) showed that, the most important attribute for the South African sample was the academic reputation of the institution, while the Malaysian sample preferred the reputation of the study program.

Mwiya et al. (2017) contributed to the service quality literature by applying the service performance (SERVPERF) model in an under-researched Zambian universities context. The authors examined the influence of each service quality dimension on overall service satisfaction and behavioral intentions in terms of loyalty and positive word of mouth. Based on a quantitative correlational design, primary data were collected from 656 senior final year undergraduate students at one public university. The findings indicated that service quality performance dimensions (tangibility, reliability, responsiveness, empathy and assurance) are each significantly positively related to overall customer satisfaction which in turn affects behavioral intentions.

iii. Student protests

Prosser and Sitaram (2014) argue that the student protests which reached their peak in 1990 in Swaziland and have since continued, often started as a "disorganised demonstration against campus issues such as poor food" (p. 12) but soon turned into violent demands for democratic reform. The violence that ensued after soldiers swept through university campuses will always be a sensitive subject with government. The report of the commission set up to investigate the violence was kept secret for years, with a bowdlerized version finally released to the public in 1997. Two of the students who were seriously injured sued the government for damages, and their cases were settled out of court. In 2011 another violent student strike broke out in Mbabane where students protesting against the closure of their university threatened to derail a traditional festival. They tried to breach a police cordon in Ezulwini at the start of the annual Umhlanga or Reed Dance, when thousands of women gather to perform before King Mswati III. This violent confrontation led to the arrest of seven students and several others were injured (Rooney, 2011).

Students at Lesotho's Limkokwing University have launched on-going protests against what they called bad management and poor services (Khama, 2010). Other grievances include slow internet

speed and delays in disbursing their allowances (Khama, 2010). The Moeketsi Pholo Student Representative Council at the University pointed out that, "We have been submitting these issues to our management but nothing has been done to solve our grievances. So, the only option we have is to protest... and instead of solving our problems, the management is threatening us. As such we have no choice but to respond in kind" (Khama, 2010).

Mfula (2016) notes that the University of Zambia and Copperbelt University were closed indefinitely by the Zambian government after student protests against non-payment of allowances turned violent. Scores of students were arrested. Higher Education Minister, Michael Kaingu justified this action in parliament by stating that, "the decision to close the universities had followed days of destructive protests during which public property was damaged" (Mfula, 2016:1). He added that some students burned tires and used logs to barricade roads, and vehicles were stoned. About 56 students were arrested. The minister appealed to student leaders to ensure that protestors were disciplined and non-violent. Much effort had been made to negotiate with students and persuade them to return to class, but this proved futile. The University of Zambia had assured students that the government was acting on their grievances, but they still resorted to damaging property. Kaingu told parliament that the permanent secretary of the ministry had intervened as soon as protests had begun, to no avail. The minister visited Copperbelt University and "offered to dialogue with students but they refused" (Mfula, 2016:1). Zambian President Edgar Lungu was quoted by the Lusaka Times as saying that the closure of the two universities was "a good lesson for the students" (Lusaka Times, 2016:3).

Lea (2013) notes that modern theories of crime and violence weave social and biological themes together and cites that, at least 100 studies have shown that genes play a role in crime and violence. Genes are ruled by the environment, which can either mute or aggravate violent impulses. While many people that have a genetic tendency towards aggression will never throw a punch, others that lack this tendency could become career criminals depending on the environment in which they find themselves.

In a survey on student protests, Blackstone and Hadley (2013) compared students at the London School of Economics with those from American universities and found many similarities in the

characteristics of the students involved in protest at the L. S. E. and in the United States respectively. These include subject studied, political radicalism, religious beliefs, attitudes towards student participation in university governance, and personality. Amutabi (2014) interrogated the crises in Kenyan public universities over a period of thirty years, starting in the 1970s and intensifying in the 1980s and 1990s; to examine the impact of student activism and protest on education policy; and to investigate the role of current and former university students in national leadership and the democratization process in Kenya. Results from the study showed that while students constitute the largest reservoir of technocrats in Kenya's development mix, providing highly trained manpower in many sectors, students often have engaged authorities in running battles, some of them violent, which compromise campus safety. In the national political arena, university students often rally behind radical politicians and former university students. According to Deloitte (2017), campus safety is one of the top factors prospective students consider in their choice of a University.

Fomunyan (2017) noted that the culture of violence in African Universities is an inherited ideological trait. Since the advent of independence in African countries, education generally focused on transforming these nations and redressing the ills of colonialism. Education in countries like Ghana, and Kenya, amongst others aimed at redressing the colonial legacy by creating a new world order marked by equality, mutual benefits and participation. However, this drive for equality, mutual benefits and participation has been beset by several challenges, the most important of them being access to funding. The recent and most devastating challenge has been the wave of violent student protests that have swept across African universities over the past decade. These protests led to the destruction of university structures and public property, damaging reputation, as well as disruption of educational processes. While the reasons for these protests have been different in different countries, they all have become violent. Fomunyan (2017) concluded that urgent steps need to be taken to ensure transformation and decolonization, and that universities need to create environments where students are comfortable to learn, thereby eradicating the need for protest.

iv. Go Slow strikes

Go-slow strike is another type of strike action which is often embarked upon by workers. This is the most powerful type of strike that workers embark upon. Adaviele (2015) argues that with a go-slow strike, the employees are present or remain on their jobs but they limit the rate of output or productivity in an organised manner. The employees adopt a strategy called ‘go-slow’ in order to put more pressure on the employer to meet their demands. Adaviele (2015) adds that this kind of strike arises when employees spend more time than usual to complete a given task. However, in order for this type of strike to fall within the ‘statutory definition of strike, and hence protected, it must be concerted, retard the progress of work and be accompanied by an industrial demand’ (Adaviele, 2015). This strike can only enjoy the full protection of the LRA, if it follows the procedure requirements as laid down in s 64 of this Act. Nel *et al.* (2013) are also of the view that with this type of strike, employees do not leave the organisation but instead they perform their duties at a slow pace.

Pons and Deale (2010) also contend that go-slow strike is a strategy which is often employed by workers to bring demands to the attention of the employer by causing disruption during the production process without halting operations in the organisation. According to Venter and Levy (2014:514), go-slow strike arises when employees spend more than the usual time to complete their work. The authors suggest that for this type of strike to fall within the legal definition of strike action in terms of the LRA, and hence “deserve protection, it must be concerted, retard the progress of work, and be accompanied by an industrial demand”.

Venter and Levy (2014), assert that in keeping with this definition, employees do perform their duties, but at a much slower pace than usual time. In order for this type of strike to enjoy the maximum protection of the LRA, it must follow certain laid down procedures. The LRA provides that the employer is not mandated to remunerate workers during a protected strike. However, Venter and Levy (2014) argue that it is very difficult for the employers to enforce the provision in the LRA since employees are still present at their workplaces. In this situation, it is extremely difficult for the employer(s) to justify a wage cut, or even commence a disciplinary action against the employees.

Levy (2017) noted that, faculty strikes (or boycotts or work actions) come in various forms including the refusal to teach and conduct tutorials, guide graduate students, supervise internships, participate in senate meetings, and so forth. Faculty strikes appear to be particularly noteworthy in Africa. For one thing, they are clearly a rarity in other parts of the world. Also, the faculty strikes in Africa appear notable for the seriousness of their impacts. In Latin America, the overwhelming focus has historically been on student strikes, despite a strong ongoing tradition of strikes by public school teachers at the primary and secondary levels; however, faculty became more politically active, including through unions, by the 1980s. Even in Africa, faculty strikes are not as common as student strikes or protests—but they are prominent and warrant attention (Levy, 2017).

2.5 Persistence of Reputational risks events

There are many reasons that are led to strike action all over the world. These reasons can be classified into economic and non-economic. Researchers have identified various reasons that are responsible for strikes in the public universities worldwide; and Zambia is no exception (Adavbiele, 2015).

Fomunyan (2017) noted that the culture of violence in African Universities is an inherited ideological trait. Since the advent of independence in African countries, education generally focused on transforming these nations and redressing the ills of colonialism. Education in countries like Ghana, and Kenya, amongst others aimed at redressing the colonial legacy by creating a new world order marked by equality, mutual benefits and participation. However, this drive for equality, mutual benefits and participation has been beset by several challenges, the most important of them being access to funding. The recent and most devastating challenge has been the wave of violent student protests that have swept across African universities over the past decade. These protests led to the destruction of university structures and public property, damaging reputation, as well as disruption of educational processes. While the reasons for these protests have been different in different countries, they all have become violent. Fomunyan (2017) concluded that urgent steps need to be taken to ensure transformation and decolonization,

and that universities need to create environments where students are comfortable to learn, thereby eradicating the need for protest.

Matthews *et al.* (2013) aver that violence is inherited from a parent or is acquired from contemporaneous purveyors of violent ideologies. Such violence is learnt independently of the other characteristics of an overall belief system. Badat (2016) concurs and argues that the student protests have been used by generations in Africa as a way of resolving conflicts. While this is a single incident and does not necessarily represent the views of students across the continent, the fact that these students were representing a student organization attests to the culture of violence they have inherited that is expressed in all facets of their lives. Koen, Cele and Libhaber (2006) found that whereas student protest during apartheid primarily targeted the oppressive state, protest during the post-apartheid years has tended to focus on institutional grievances (aimed at protesting, for example, fee hikes, academic/financial exclusions, and poor student residence facilities), poor student leadership (that has targeted, for example, unaccountable student leaders who do not provide services to students), and the new democratic state (generally in protest against the inadequate size of state financial aid awards and state implemented mergers). Although dissatisfaction with the government continues to exist, students no longer rally against apartheid related macro issues that impact all students (i.e., segregation or infringement of academic freedom), but instead rally around 'narrow interests' (i.e., financial-aid issues and merger-related concerns) that impact specific groups of students (Koen, Cele and Libhaber 2006).

However, these so-called narrow interests, particularly those related to financial-aid, are increasingly becoming broad fundamental factors that impact an overwhelming proportion of students and are not necessarily divorced from the macro-economic policies that have been instituted by the state. Consistent with this claim, protests and strikes at universities have not decreased since the end of apartheid (Council on Higher Education 2000). Interestingly, the protest strategies utilised by students today are reminiscent of those employed in the apartheid past. For instance, *toyi-toyi* (a particular South African style of dance and song protest) was practiced to protest against apartheid and its policies, and continues to be practiced by university students today (Oxlund 2010).

2.5.1 Unnecessary delays in payment of salaries and other emoluments

Delay in payment of salaries and other benefits has been found to be a contributing factor to strikes in African Universities (Seniwoliba, 2013). Ezeagba (2014) suggests that in Nigeria, most organisations have failed to pay their worker on a timely basis. The author opines that many organisations delay the payment or refuse to pay their workers' salaries and other emoluments even if they have the capacity to do so. According to Ezeagba (2014), in recent years many schools in Nigeria went on strike due to non-payment of salaries and other benefits. The issue of delays in payment of salaries and other emoluments is a common phenomenon in Ghana especially in the education and health sectors. According to Gyamfi (2011), over the past years, Ghanaian workers embarked on several industrial actions because of delays in payment of wages. For example, in the early part of 2012, teachers in Ghana went on a nationwide strike because of non-payment of salaries and other entitlements. A similar situation occurred in the health sector where the health workers went on a nationwide strike in 2013 (Seniwoliba, 2013). Seniwoliba (2013) states that delays in payment of salaries is a serious matter in some African countries because it puts unnecessary stress on workers and their dependents. However, the situation in South Africa is different from the above two countries. In South Africa, workers receive their salaries before the end of the month. Though there is no study to support this assertion, it is generally accepted that most South Africans receive their salaries at the end of the month as opposed to other countries.

2.5.2 Funding constraints

Inadequate funding of public universities in Africa remains a major problem that accounts for many strikes in these countries (Awuzie; 2010; Momodu *et al.*, 2014; Olanipekun, 2011). In Zambia, government remains the major financier of public universities. According to Awuzie (2010), studies have shown that in spite of the government funding of the public tertiary institutions, the funds are insufficient to run these institutions.

2.5.3 Poor employment relations between the government and workers

According to Seniwoliba (2013), good industrial or employment relations are seen as an antidote to labour disputes. However, poor employment relations between the labour unions and employers or government are a major factor which has contributed to numerous strikes over the years. This includes strike action in the education sector. Seniwoliba (2013) claims that poor working relationships between all the actors is a cause of strikes. In addition, Gyamfi (2011) observes that there exists the perception of master servant relations. Thus, the government sees its role as exercising 'managerial prerogatives' whereas the unions see their role as opposing this exercise of power. There is no harmonious working relationship between government and public university employees and as a result the employees believe that the only way, they can enforce their demands is through strikes.

2.5.4 Poor handling of grievances

Furthermore, poor handling of grievances is a contributing factor to strike action. According to Gyamfi (2011), grievances are critical matters that need urgent attention and if not handled well can lead to strike action. The author adds that most of the strike action that took place in the past was as a result of the inability of the management to address the grievances of the employees. Gyamfi (2011) postulates that most grievances that have resulted in strike actions over the years could have been resolved using the Labour Act 2003. In addition to this, most labour practitioners and leaders failed to apply the Act in an effort to provide solutions to employee grievances. It is a known fact that the Fair Wages and Salaries Commission has failed on several occasions to address grievances. The Fair Wages and Salaries Commission is one of the weak institutions because of its inability to resolve issues between the employees and their employers. (Gyamfi, 2011).

Similarly, in Nigeria, it was found that poor handling of employee grievances is one of the numerous causes of strike actions in the country. Olugbenga (2011) confirmed that unresolved grievances are a major cause of strikes in Nigeria. According to Olugbenga (2011), the lack of an institutionalized mechanism for dealing with labour disputes in Nigeria is worrisome. In Nigeria,

the ASUU has constantly embarked on strike actions over the last decades due to government's shabby handling of employee grievances. On 4th December 2011, the ASUU resolved and painfully directed all its members to proceed on an indefinite strike because the government had failed to address their grievances. This strike affected academic activities in all public universities in Nigeria.

2.6 Measures to strengthen the management of reputational risks events

There are several measures that can be put in place by the government and management to address frequent strike action at Public Universities. The following are the measures that can be put in place by the above stakeholders to strengthen the management of reputational risks events.

2.6.1. Adequate funding of the universities

Adequate funding of the public universities has been identified as one of the measures for addressing strike action in the public universities. Momodu *et al.* (2014) found that adequate funding of the universities would assist to address strike action in the universities in Africa, They recommend that the African government should progressively improve funding to the public universities so as to reduce the numerous strike actions in the system. Ige Akindele (2014) further declares that funding is an important tool which will help minimise the frequent occurrence of strike action in the universities. According to Ige Akindele (2014), United Nations Educational, Scientific and Cultural Organisation (UNESCO) recommended that every nation must allocate 26% of its Gross Domestic Product (GDP) to be spent on education. Ige Akindele (2014:24), further states that there is the “need for increase in the financial allocation to education sector, from where the tertiary institutions derive their funds”. When this is properly done, it will reduce the financial burdens on the universities which will go a long way in addressing the frequent strike action in the universities

2.6.2 Payment of adequate wages and salaries

Payment of adequate or better wages and salaries is one of the measures that can be employed by government and other stakeholders in addressing labour unrest in public institutions. As discussed above, poor wages have been identified as the major cause of strikes in public tertiary institutions across the world (Ibrahim & Alhaji, 2015). Therefore, in order to minimise the high number of strikes in public universities, the government should ensure that wages and salaries paid to employees in the public universities is adequate. Gyamfi (2011) maintains that adequate emolument is a key factor that will help to reduce industrial action in Ghana. He suggests that since remuneration is the main issue contributing to massive strikes in the country, the government must try as far as possible to ensure that adequate salaries paid to employees. Ige Akindele (2014) shares Gyamfi's (2011) view that government should increase the remuneration of workers. In Nigeria, the agitation for an increment in wages and salaries is a contributing factor to strikes as is the case in Ghana. It is against this background that Ige Akindele (2014) proposes that there should be an increment the remuneration of university employees, especially the lecturers.

2.6.3. Honoring agreements

One way in which strike action could be minimised is when government is able to fulfil the agreements made with labour unions. As already discussed, studies (Momodu *et al.*, 2014) have found that failure by governments to honour their agreements or promises is a major cause of strikes, not only in Africa but also in the rest of the world. Ezeagba (2014) asserts that if government is able to honour its part of agreements made with employees it will help in addressing strikes. According to Ezeagba (2014), agreements are meant to be honoured. Once agreement has been reached between parties (employer and employees) it will help avoid disputes which often lead to strike action. Momodu *et al.* (2014) support the view of Ezeagba (2014) that governments must honour their agreements so as to minimise the frequent occurrence of strikes worldwide. According to Momodu *et al.* (2014), the government must demonstrate a strong sense of commitment and sincerity by honouring the agreements entered into with labour unions. Momodu *et al.* (2014) assert that when governments honour their agreements it will help

to maintain industrial peace or harmony which will contribute to minimising the occurrence of strikes. Gyamfi (2011) also maintains that governments must honour collective agreements with union leaders in order to avoid the possibility of strikes.

Ige Akindele (2014) shares the views expressed by the above authors that governments must honour agreements in order to avoid industrial actions. Ige Akindele (2014) asserts that over the years public universities in Nigeria went on strikes due to government failure to honour its agreements. Ige Akindele (2014) contends that often, the Nigerian government enters into agreements with trade unions in order to avert strike actions. However, most of these agreements are later declined by the government, especially when there is change in government. Ige Akindele (2014) recommends that in order to address the phenomenon of strikes in the future, the government should not sign agreements it cannot or will not implement.

2.6.4. Proactive management of disputes

Proactive management of disputes or employee grievances is another important measure that will help in addressing strike action in Ghana. As discussed above, most strike action in Ghana has been a result of the inability of the government or employers to take proactive steps to address the concerns of workers (Olugbenga, 2011). Aidelunuoghene (2014) recommends, that in order to address strike action in Nigeria, the government and employers must design a system that will help in addressing conflicts or disputes that are likely to result in industrial actions. According to Aidelunuoghene (2014), proactive management of disputes in the workplace will help to avoid or at least to minimise strike action.

Oludele (2014) concurs that proper management of disputes is an important tool for dealing with the occurrence of strikes within the workplace. He posits that most often workers embark on strike action when their concerns have not been properly addressed by management. Therefore, in order to avoid future strikes, the employers and government must take proactive step in dealing with disputes that are likely to result in strike action. Seniwoliba (2013) also recommends that there must be effective systems to ensure that the parties resolve their disputes through a consensus-based process namely, conciliation and mediation, before reverting to arbitration

and/or adjudication through a tribunal or labour court. Gyamfi (2011) adds that 67 crises intervention committees should be established at the various universities in order to address issues such as lecturers' strike action through dialogue. Ige Akindele (2014) suggests that government should always engage trade unions in dialogue so as to ascertain the workers' grievances and find lasting solutions to them.

2.7 Enterprise Risk Management at Institutions of Higher Learning

2.7.1 An Overview of ERM in the Higher Education Context

A review of the literature on risk management in institutions of higher learning indicates that a growing number of institutions (in Europe, America and Australia) are moving toward more robust implementations of risk management. However, there are questions as to whether the speed of movement and the depth of implementation have been sufficient. There have been a significant number of incidents that have reflected badly on universities in recent times. The loss of life, property and reputation has caused irreparable damage to families, students and the institutions themselves. Academic institutions have a great many learned individuals and veritable experts in the field of risk management and in the development of risk models, processes, tools and techniques. They promulgate and advocate for industry and government to fully adopt these methods and to be most rigorous in the adoption of holistic and integrated risk management. And yet the experts of risk management knowledge have not embraced the incorporation of integrated risk management themselves (Calderon and Pero, 2013).

Calderon and Pero (2013) posited that risk had increased significantly due to growing globalization, advances in technology, and the dynamic nature of an interconnected economy. The inference was that institutions of higher learning would readily embrace the use of ERM to address this growing risk environment. However, they concluded from their literature review that ERM was not being widely embraced and that it was not known whether the potential benefits were being realized at those places where ERM had been embraced (Calderon and Pero, 2013). In their survey of colleges and universities belonging to the Association of College and University Auditors (ACUA), Calderon and Pero (2013) found that little had been done to

articulate risk appetites, financial risk was deemed to be of the greatest importance, risk processes were only somewhat or minimally aligned with overall objectives, less than half identified the Boards of Trustees and their committees as being responsible for risk management oversight, and that less than ten percent had formal ERM systems in place.

Prior to the release of the COSO ERM Framework model in 2004, most institutions of higher learning addressed risk from an insurance perspective and almost exclusively in silos (Eick, 2003). Almost every risk was assessed and mitigated in isolation from other elements of the university and thus was devoid of integration opportunities (Eick, 2003). Harwell (2003) concluded that universities are too unique to be able to develop a set of generally accepted best practices or standards in institutions of higher learning. Gurevitz (2009) pointed out that the traditional silo culture in higher education, while nurturing innovation and creativity, presents a major obstacle to incorporating an integrated approach such as enterprise risk management. She asserted that ERM could add an element of elasticity and flexibility to a university's culture, but that one does have to deal with university committees to get anything done (Gurevitz, 2009). Even when institutions of higher learning do adopt ERM as part of their evolution toward maturing their risk management implementations, it doesn't necessarily mean success.

An early university adopter of a form of ERM was the University of California system. One of their drivers for ERM implementation was a severe budget environment. Their response was to deploy an Enterprise Risk Management Information System (ERMIS) which reduced IT redundancies and provided a wide range of key performance indicators through different dashboards (Geisel, 2010).

Brewer and Walker (2011) described a generic methodology for the identification and management of risk in a university environment and outlined a framework that enabled risk to be incorporated in the institution's governance cycle. They commented that universities focused more on preventing a risk by eventuating and managing risks after the event versus implementing risk management within an integrated approach connected to a strategic planning framework (Brewer and Walker, 2011). They concluded that integrating risk management with strategic management and quality assurance would yield the best results (Brewer and Walker, 2011). As

noted by Logic Manager, simply discussing high level concerns with senior executives is no longer sufficient due to growing expectations from regulators and external stakeholders (Logic Manager, 2015). Continuing on that theme, the AGB and the United Educators Insurance (UE) called on institutions to quit considering risk on an ad-hoc basis (AGB and UE, 2014). They noted that integrated risk management implementation has stalled or even declined, leaving institutions of higher learning more vulnerable.

There is no comprehensive compilation of generally accepted and proven best practices in university risk management settings. Such a compilation would provide options for universities to consider when contemplating changes to their risk management systems.

2.7.2 Comparison of ERM Models and Critical Characteristics

A comparison of three ERM models is conducted here in terms of their consistency with selected critical characteristics. These characteristics have been deemed desirable in the context of articles found in the literature review (COSO, 2004, Gurevitz, 2009). The first characteristic is the general acceptance and use of the model. Second is the availability of operational definitions for the terms of the model. The third characteristic is the independence of the terms such as risk categories and organizational levels. Fourth is the linkage to measurable effects and the final characteristic is consistency of results.

i. COSO ERM Framework Model

The COSO ERM framework model is a generally accepted framework and has been adopted in its original and adapted form by a large number of corporations and government agencies. Operational definitions, however, are vague due to the framework being more principle-based than prescriptive in nature. As currently structured, the model components are not independent and overlap in some risk categories. The model is not linked to performance measures that have been consistently applied since there is wide discretion for entities to tailor the model extensively to fit unique organization structures and cultures. Finally, there have not been any robust empirical studies conducted to assess repeatability of results under similar circumstances.

ii. ISO 31000 ERM Framework Model

The ISO 31000 model is very similar to the COSO model since it was patterned after it. It is a generally accepted framework and is prevalently used in Europe and other countries outside the United States. Operational definitions, as with COSO, are lacking and not intended to be specific due to the desire to provide maximum flexibility to implementing entities. Here again, the model components are not independent and there is no link to measurable results. Neither has there been any rigorous attempt to assess consistency of results.

iii. UW ERM Framework Model

In their ten-year journey since beginning to incorporate ERM in their institute, the University of Washington continued to mature their implementation by experimenting and incorporating lessons learned along the way (Fraser, 2014). They approached the implementation in a systematic and methodical way, remaining committed to the journey and gaining acceptance by the stakeholders slowly but surely. This implementation provides rare insight into the detailed steps and obstacles provided by an academic culture. Their ERM framework cannot be considered generally accepted except in the sense that it is adapted from the COSO framework model. However, the changes they made are unique to the university and their specific objectives. Their operational definitions suffer from the same deficiencies as the COSO model in that the framework is meant to be broad and non-specific for implementation purposes. For the same reasons, the components are not independent. As to links to measures, it is fair to say that the UW implementation journey was focused on increasing awareness and acceptance as compared to making operational measurements. Thus, there was no attempt to conduct empirical studies to assess repeatability of results.

2.7.3 Comparative Analysis of ERM Frameworks

A summary comparative analysis table of the three ERM framework models is shown below in Table 2.1. The three models are compared against the five critical characteristics.

Table 2. 1: Comparative Analysis of ERM Model Critical Characteristics

ERM Model Framework	Generally Accepted	Operational Definitions	Component Independence	Link to Measures	Consistency of Results
COSO	YES	SOME	NO	NO	NO
ISO 31000	YES	SOME	NO	NO	NO
UW	NO	SOME	NO	NO	NO

Source: Figueroa (2016)

As can be seen, there are definitive gaps with each of the prevalent ERM framework models that are in practice today. The comparative analysis table points out that additional research and development of alternative models would be helpful to close the gaps in the areas of component independence, links to measures and empirical tests to ensure consistency of results. The lack of empirical examinations in the literature corroborates the gaps in the table above. No longitudinal studies have been conducted that address the long-term implications of implementing an enterprise risk management framework model. There also do not appear to be any definitive studies to compare the effects of different models or standards. Furthermore, no articles have been published on the definition of standard or comparable measures of results emanating from ERM implementations. As a result, empirical studies that address these gaps would contribute significantly to the expansion of the risk management body of knowledge.

2.8 The ERM framework for Reputational Risk

At its best, ERM manages risk across the entire organization in an integrated and holistic manner, considering interdependencies across risk situations. ERM is a critical support of the firm's business strategy and is intended as a means to manage opportunities and risks in a coordinated process for purposes of increasing firm (and stakeholder) value (AON, 2007). When comparing various ERM frameworks and standards (Xifra and Ordeix, 2009), one can derive that organizational ERM encompasses four key elements. They are: risk strategy, risk assessment, risk governance and risk culture. These are discussed in detail below, with a focus on integrating reputation risk management as depicted in Figure 2.1 In this context, we note that a Canadian

survey by Rogers et al. (2010: ii) shows that firms on average need “more than five-and-a-half years of ERM experience before exploring ways to integrate the management of corporate reputation into the ERM process”.

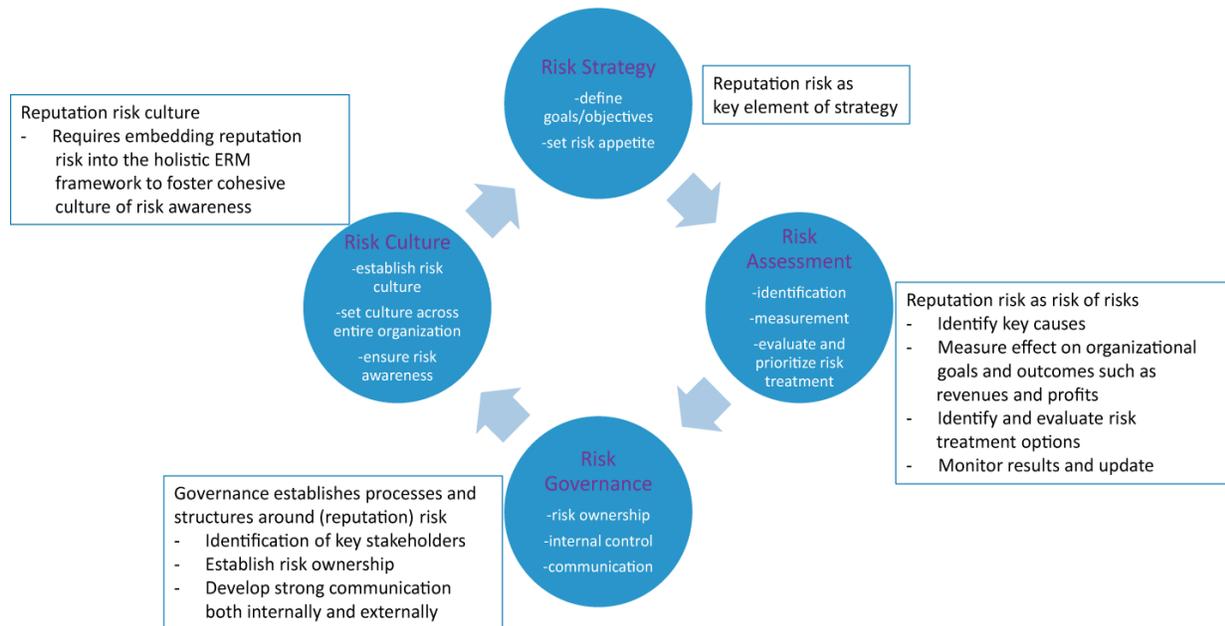


Figure 2. 1: Embedding reputation risk into an ERM framework

Source : Gatzert and Schmdt (2015)

Reputation risk is considered a “risk of risks”, meaning that it generates from other sources of variability. A successful ERM process, therefore, manages reputation risk effectively, and a successful process to manage reputation risk will be an effective ERM effort. In addition, managing corporate reputation can generate substantial value for firms by positively influencing various stakeholder groups as described in the introduction, which is exactly in line with the goals of ERM. Conversely, a not well-managed reputation can induce costs for firms, including from redundant or inconsistent risk identification and risk management processes (Tonello, 2007; Regan, 2008).

Tonello (2007: 23) further raises the question whether reputation risk should be treated separately from other business risks. He cites a survey where 55 per cent of the participants responded that

it should be considered as a “failure to manage other risks effectively” and should thus not be managed separately. We note as well that the few insurance policies providing protection against reputation events tend to require the occurrence of an underlying loss (Gatzert et al., 2015).

2.9 Related Works and Gaps in Literature

The summary of findings and gaps from the previous studies have been presented in table below (Table 2.2).

Table 2.2: Summary of Related Works and Gaps in Literature

Author (s)	Year	Findings	Gap
Wealer; Centko	2012; 2017	Student protests, quality of educational services, and sexual harassments are some of sources of reputational risks.	The impact of key reputational risk events has not been adequately assessed and thus the events are not properly incorporated into organizational strategy; they are an after-thought.
Fomunyan	2017	The culture of violence in African Universities is an inherited ideological trait.	Violence in African Universities has been institutionalized, and little attention is placed on its long-term impact on reputation.
Levy	2017	Faculty strikes are particularly noteworthy in Africa and their impact is serious.	Faculty strikes have not received serious attention in the literature, yet retention of highly skilled faculty is at the core of quality assurance in Higher Education
Calderon and	2013	ERM has not been widely	Recommendations for

Pero		embraced and it is not known whether the potential benefits are being realized at those places where ERM has been embraced.	adoption of ERM are based on limited validated evidence
Eick	2003	Prior to the COSO ERM Framework model in 2004, most institutions of higher learning addressed risk from an insurance perspective and almost exclusively in silos.	Risks are assessed and mitigated in isolation from other elements of the university, and thus devoid of integration opportunities.
Brewer and Walker	2011	Universities' approach to risk mitigation has been reactive.	Risk management in Universities is not connected to a strategic planning and quality assurance Framework.

2.10 Chapter Summary

The chapter has presented the key literature on reputational risk in the higher education context, the sources of reputational risk, measures, as well as different ERM frameworks that have been suggested to deal with risk. Reputational risk was noted among the top five risks in higher education, and may be increased when any of the other risks are poorly managed too. ERM frameworks have not been adequately interrogated, adapted and tested for wider applications. Institutions of higher learning lag behind in implementing ERM, especially in developing markets. The next chapter details the methodology of the study and addresses the “how” aspect of this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the methodology used in this study is explained. The areas covered include the research paradigm, research design, population treatment, sampling procedures, research instruments and their validity and reliability, data collection procedures, data analysis and ethical considerations.

3.2 Research Paradigm

Cohen, Manion and Morrison (2007) defined a paradigm as a conceptual framework shared by a community of scientists which provides them with a convenient model for examining problems and finding solutions. Researchers, such as Creswell and Plano Clark (2011) described this framework as either a world view or a paradigm. Pring (2000) explained that research paradigms inherently reflect human beliefs about the world they live in. Mackenzie and Knipe (2006) argued that without nominating a paradigm as the first step, there is no basis for subsequent choices regarding methods, literature or research design.

This study was guided by a pragmatic world view. Pragmatism is a deconstructive paradigm that advocates the use of mixed methods in research, “sidesteps the contentious issues of truth and reality” (Feilzer 2010), and “focuses instead on ‘what works’ as the truth regarding the research questions under investigation” (Tashakkori and Teddlie, 2003). According to pragmatism research philosophy, the research question is the most important determinant of the research philosophy. Pragmatism as a research tradition informed this research based on the fact that it allowed the researcher to select the methods that were seen as fit in an attempt to answer the questions posed in the study. A mixed method design thus falls well under this paradigm of pragmatism (Creswell, 2012). The pragmatists, for example, believe philosophically in using procedures that “work” for a particular research problem under study and that you should use many methods when understanding a research problem.

Using this tradition, the study interpreted findings shaped by the respondent's social, educational and historical experiences. The researcher then made sense from the views of others. The nature of this research was interpretive and the researcher relied much on the views collected and transformed those into themes that make sense.

3.3 Research design

Research design provides the glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project - the samples or groups, measures, treatments or programs, and methods of assignment - work together to try to address the central research questions. In this study, the researcher employed embedded mixed methods design. A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell & Clark, 2011; Masaiti, 2013).

The purpose of the embedded design is to collect quantitative and qualitative data simultaneously or sequentially, but to have one form of data play a supportive role to the other form of data. An embedded design therefore is where the quantitative methods of data collection and procedures as well as qualitative methods are employed either at the same time or one after another in answering the research problem. Creswell (2012) argues that the use of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself. In so doing, this research focused on both the quantitative as the primary data and qualitative methods as the supportive data. Figure 3.1 below illustrates the embedded design used in this study.

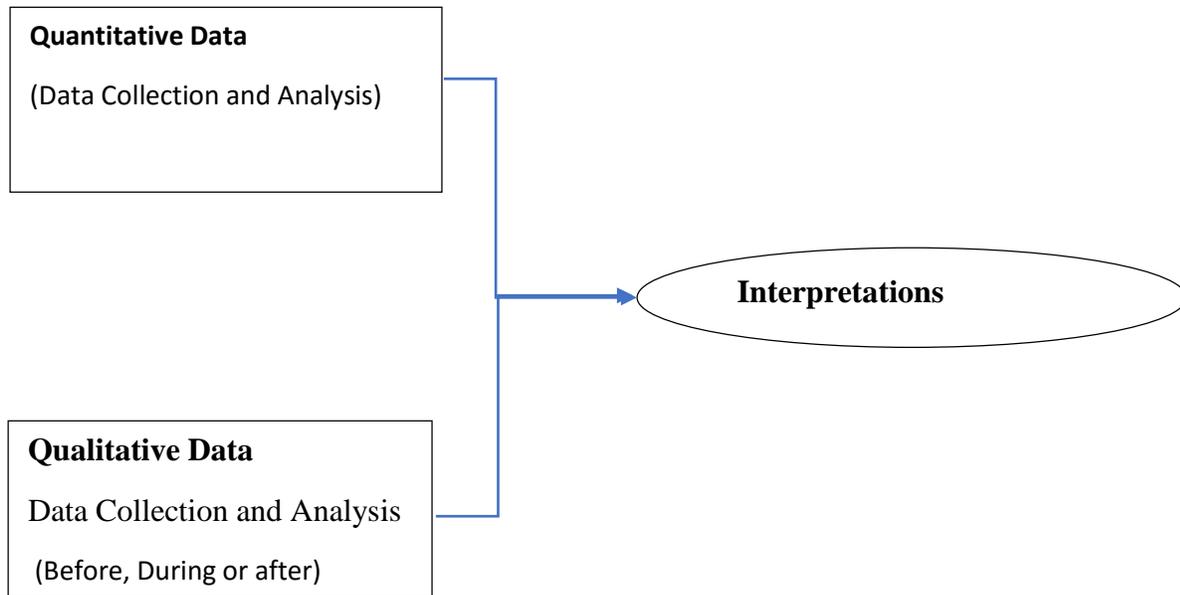


Figure 3. 1: Embedded Design Illustration

Source: Adapted from Creswell (2012)

The quantitative part of this study involved collecting data from UNZA staff using structured questionnaires. The results from this part of the study were compared against results of in-depth interviews with staff and student representatives as well as counsellors. The mixing of these two parallel sets of results provided rich insights into the character of reputational risk at UNZA, something that would certainly not have been fully covered by either quantitative or qualitative approach in isolation.

3.4 Target Population and Sample size

According to Asika (1991), the population of a research study is defined as the census of all items or objects that possess the characteristic or that have the knowledge of the phenomenon being studied. The study targeted all UNZA staff and students based at the Great East road campus. Other campuses such as the UNZA Hospital campus were excluded as it was observed that most reported incidents were identified with the main campus. Furthermore, the sampling for the quantitative part of the study (dealing with reputational risk management aspects) was limited to senior administrators (Deans, Assistant Deans, Professors, Heads of Departments and other

senior administrators). An estimated number of 70 senior administrators were derived from information on the UNZA website. These target groups constitute the University’s policy-makers and implementers so they know most about the strategic positing of the University. The qualitative part of the study (dealing with the expectations, grievances, and perceptions of key internal stakeholders) targeted staff and student representatives, and extended to counselors to get insight into sexual assault cases.

There are several approaches to determining the sample size. These include using a census for small populations, imitating a sample size of similar studies, using published tables, and applying formulas to calculate a sample size.

The total sample size determined for the quantitative part was 42, based on application of the standard Cochran formula (Cochran, 1963), and adjusted for small sample size.

$$n = \frac{N}{(N - 1/pq)(e/z)^2 + 1}$$

Where:*N* is the population size,*n* is the sample size, *z* is the positive critical value on the standard normal curve that cuts off an area α at the tails (1 - α equals the desired confidence level, e.g., 95%), *e* is the desired level of precision, *p* is the estimated proportion of an attribute that is present in the population, and *q* is 1-*p*. The value for *Z* is found in statistical tables which contain the area under the normal curve. The computation of the sample size is shown in Table 3.1 below.

Table 3. 1: Calculation of sample size

	N	E	Z	P	Q	N
Value	70	0.05	1.96	0.5	0.5	42

3.5 Data collection procedures

To ensure the reliability of the information resulting from the research, the researcher deployed the use of the two data types. The data used in this study was thus derived from both primary and secondary sources.

3.5.1 Primary Data

Primary sources are the materials on a topic upon which subsequent interpretations or studies are based, anything from firsthand documents such as poems, diaries and interviews to research results generated by experiments, surveys, ethnographies and others. Primary sources are records of events as they are first described, without any interpretation or commentary. They are also sets of data, such as census statistics, which have been tabulated, but not interpreted (Iyade 2006). Primary data has the advantage of giving the researcher the opportunity to conduct an unbiased and extensive study on the research problem set out to solve (Iyade 2006). The researcher employed the following instrument to collect primary research data:

i. Structured Questionnaire

A structured questionnaire was distributed to senior administrators that could be reached by the researcher. The questionnaires contained a series of close-ended questions relating to how reputational risk is managed and prioritized at UNZA. The Likert scale was extensively used in response design to capture respondent attitudes and perceptions regarding the subject matter. As is standard practice in the literature, a minimum number of follow-up questions were provided in open-ended form to solicit further views that were not explicitly captured in the response options. A structured questionnaire had the advantage of not only making it easy for respondents to express their responses in a standard way, but also allowed them to stay within the boundaries of the research. This saved the researcher and respondent time, and further made it easier to code and aggregate responses. The disadvantage of the structured questionnaires however was that it did not include enough flexibility for those respondents with rich information to articulate their views, limiting the completeness and informativeness of the responses. As is the case with all

structured questionnaires, any residual errors in the design of the questionnaire had to be taken as given by the respondent, with no room for clarification of questions. However, pre-testing of the questionnaire was done to address some of the potential sources of systematic bias.

ii. **Semi-Structured Interviews**

To address the shortcomings of the structured questionnaires above, the researcher conducted 8 preliminary interviews and a further 6 in-depth interviews with student and staff representatives and selected senior administrators. The semi-structured interviews were designed to allow key internal stakeholders, who are not only victims of poor management of reputation, but also instigators and exacerbates of reputational risk events. This was done to address the “understanding” gap as far as reputational risk events are concerned (as opposed to policy gap). The main advantage of the semi-structured interview was that they allowed the respondent to profess their role in building or destroying University reputation and show off their emotions (their disappointment, disgust, hope, and despair), a part that is key to understanding the true nature of reputational risk at UNZA.

The researcher was able to clarify questions and ask impromptu follow-up questions that clarified responses. The danger of the interviews lay in the tendency for respondents to end up usurping the agenda of the interview and digressing from the 3 core reputational risk events. Issues such as quality of educational services and financial governance are intertwined with the issues of staff and student grievances, so that limiting a discussion to the latter aspects proved challenging. However, it was the researcher’s view that such digressions could be used to enrich the study especially as they relate to roots and consequences of reputation damage. The interviews were recorded with permission from the participants.

3.5.2 Secondary Data

To complement the primary data above, the researcher used two additional secondary data sources. These included policy documents and strategic plans of UNZA and other Universities, as well as online media reports and press statements, along with public comments on articles

about UNZA. The official documents were needed to assess the existence and state of implementation of formal framework for risk management in UNZA, particularly in comparison to other Universities. The policy documents and strategic plans were used to cross-validate the views of senior administrators expressed in the questionnaires, and the online publications, comments, and press statements were instrumental in validating the in-depth interviews.

3.6 Sampling Techniques

The sampling procedure for this study was divided into two sections; the quantitative and the qualitative. The quantitative section used a blend of purposive sampling and availability (convenience) sampling. With purposive sampling, the researcher uses his knowledge about the attributes of the potential informants to construct a sample. In this case, the quantitative study required informants who were personally involved in either policy formulation or implementation, with relevance to reputation management. Risk management in higher education is not yet a matured phenomenon (Coetzee & Lubbe, 2013), therefore senior administrators, (instead of junior administrators) were sampled in this study. Furthermore, only those senior administrators that were accessible during the time of the study were reached with hand-delivered questionnaires. The major shortfall of purposive sampling is that, since it is a nonprobability sampling technique it is impossible to estimate sampling bias before-hand. This is unlike random sampling, which is the ideal technique to use in quantitative studies.

However, given the small size of the target population, and the uneven distribution of knowledge and experience among informants, it was key to isolate and investigate those informants who were deemed more experienced and therefore more knowledgeable about reputation management at UNZA. In fact, in the context of this study, it can be argued that sampling bias was a desirable attribute; the sample needed to be biased in favor of more experienced administrators. The reliability and competence of the informant are key (Tongco, 2007). Therefore, from a pragmatic viewpoint, the potential existence of systematic bias cannot be argued as a shortfall of the study.

The qualitative study used a blend of purposive, availability and snowball sampling techniques, as it targeted highly informed individuals with direct present or past involvement in student and

staff union activities, as well as related issues such as counseling. The involvement of past union leaders was inspired by the need to nest the history of grievances, protests, and resolution thereof, to complete the picture about the trend and persistence of stakeholder conflict at UNZA. Snowball sampling helped the research to gain access to some very well-informed individuals that otherwise would have been lost in the sampling process.

3.7 Data Analysis

This study used an embedded analysis of data. The quantitative data was the major data source which was complemented by the qualitative data embedded within the quantitative data. The use of the two methods gave the research a rich approach in understanding the problem. Data in this research was simultaneously collected. The following figure 3.2 was the sketched procedure.

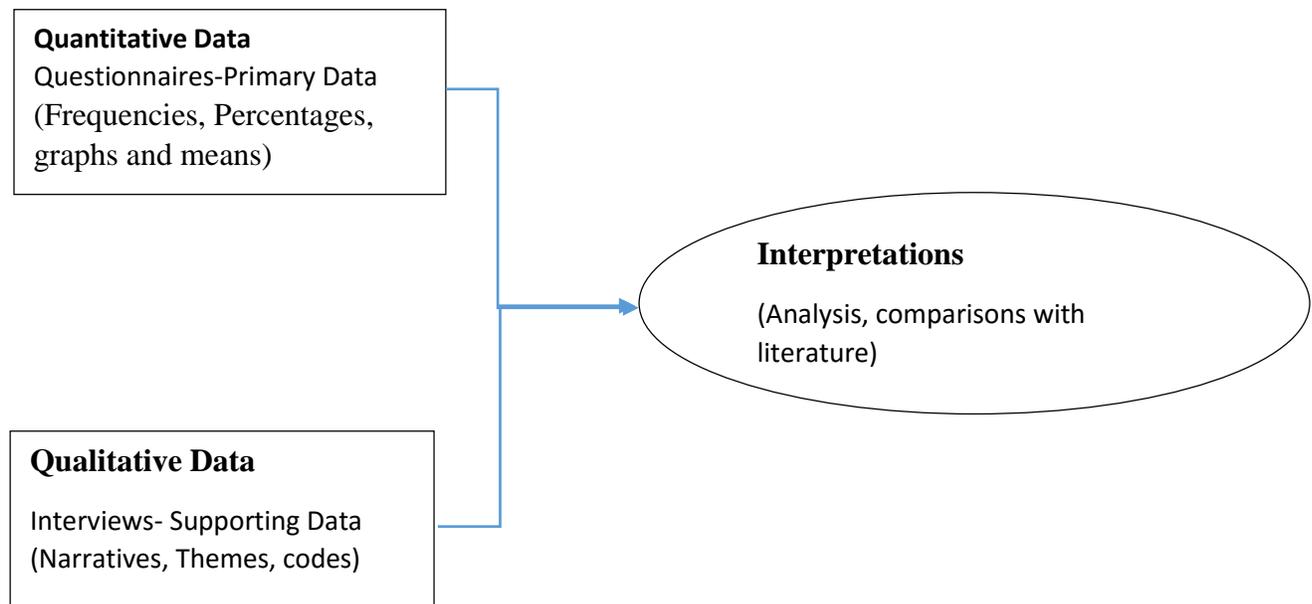


Figure 3. 2: Analysis of Embedded Design of Mixed Methods

Source: Adapted from Creswell (2012)

3.7.1 Quantitative Data Analysis

This study analyzed data using the embedded mixed methods design in which qualitative data was subject to a narrative analysis and quantitative data to Descriptive analysis. However, for accuracy's sake, a 5-point scale was collapsed to a three-point scale: Disagree, Neutral and Agree. Response 1 and 2 were combined to represent Disagree, 3 represented a Neutral point while response 4 and 5 were combined to represent Agree. This was then later re-exported to Excel for analysis. Excel was used to generate descriptive statistics in form of percentages, frequencies, means and standard deviations, graphs and tables. A Likert scale was used as a way of analyzing the levels of perceptions of the administrator in an attempt to establish the state of reputational risks at the University of Zambia. Objective 1 and 2 were subjected to percentages presented in graphs in establishing the levels of response in determining which of the issues outlined, were much pressing than the others. Objective number 3 was however analyzed using the means as a form of classification of which elements were considered with high priority as solutions to the management of reputational risks. As such, elements with high mean were considered as high priority.

3.7.2 Qualitative Data Analysis

Being a study that partly relied much on the stories of events about the things detected in students' lives, this study used narrative analysis in shaping the nature their perceptions and encounters of events from interviews data. Alan (2004: 413) states that Narrative analysis then is an approach to the analysis of qualitative data that emphasizes the stories that people employ to account for events. This method of analysis can be applied to data that has been collected through semi-structured and unstructured interviews. The data processing operations in this study involved among other things editing (a process of examining the collected raw data to detect errors and omissions and to correct them wherever possible); classification (arranging data in themes or classes on the basis of common characteristics in descriptive form), and thus summarizing raw data and displaying the same in compact form for further analysis.

Qualitative data from semi-structured interviews was collected, transcribed and coded into themes and sub-themes that emerged through narrative analysis. This was done by carefully listening to the recorded conversations in order to interpret, reduce and code key responses into major and sub-themes that emerged for later discussion. This was done in the light of the research questions at hand. Some responses were also isolated to be used as original quotes for verbatim to highlight important findings of the study.

3.8 Data Validation and Reliability

Data validity and reliability are becoming of high concern in research. Ensuring validity in qualitative research is something all researchers should strive for, yet it is not always clear how this actually proceeds in data analysis. Validation as defined by Kvale (1989: 74) “pertains to the extent that a method investigates what it is intended to investigate”. Validity is therefore epitomized by the question: are we measuring what we think we are measuring? In so doing, the study employed method triangulation as method of data validation. Methodological triangulation involves the use of multiple qualitative and/or quantitative methods to study the problem. As such, a Between Methods triangulation was employed. The researcher used interviews, questionnaires and document analysis to assess the changes and similarities in the data analyzed and if the results appear to be the same, the data collected is valid and trustworthy. A pilot study was also undertaken as one form of data validity mechanisms. This helped check for the length of sentences, errors in questions, and usage of words for reliability. Respondents were asked to comment on the questionnaires for corrections.

3.9 Chapter Summary

This chapter gave a detailed description of the research design employed to provide the overall strategy for answering the research questions for this project. It highlighted the tools and techniques used in both primary and secondary data collections. The next chapter builds up on this basis, analyzing and presenting in a systematic form the findings of this research. The answers to the research questions and attainment of primary objectives are derived from these findings.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction

In the previous chapter, the researcher described the methodology which was employed in this study. In this chapter, the findings of the study are presented. The results are based on the data that was collected through structured questionnaires which were administered to senior administrators of the University of Zambia. Using the embedded design of mixed methods (quantitative and qualitative); the researcher relied heavily on quantitative analysis of data. It was supplemented by qualitative data. The results are presented using a thematic approach following research questions. Below are the research questions which guided this study:

- i. What are the sources of reputational risks?
- ii. Why do reputational risk events persist at the University of Zambia?
- iii. What ought to be done to strengthen the management of reputational risk at UNZA?

The questionnaire had four sections, Section A Addressed the demographic information of the participants, Section B addressed the sources of reputational risks at UNZA, Section C dealt with the existence and effectiveness of risk policy and procedures in managing reputational risks at UNZA, and Section D looked at relevance of ERM practices in managing reputational risks at UNZA. The questions were designed in Likert scale format using a five-point scale.

4.2 Demographics of the Participants

Participants who took part in this study were asked to indicate brief background information in order to help in analysing data in terms of gender, age, highest professional qualification, subject combinations/specialisation and working experience. Tables 4.1, 4.2, 4.3 and 4.4 indicate the background information of respondents.

Table 4. 1: Frequency and percentage distribution of participants by gender

Variable	<i>F</i>	%
Gender (n = 48)		
Male	34	71
Female	14	29
Total	48	100.0

Table 4.1 indicates that (71%) of the participants were male while the remaining (29%) were female.

Table 4. 2: Frequency and percentage distribution of participants by age

Variable	<i>F</i>	%
Age (n = 48)		
20-30	0	0
31-40	5	10
41-50	18	38
50+	25	52
Total	48	100.0

Table 4.2 indicates that 52% of participants were above the age of 50 years, 38% were of the age range from 41-50 years old and only 10% represent participants from 31 to 40 years old.

Table 4. 3: Frequency and percentage distribution of participants by education

Variable	<i>F</i>	%
Age (n = 48)		
Advanced Diploma	0	0
Bachelor's Degree	3	6
Master's Degree	20	42
PhDs	25	52
Total	48	100.0

Table 4.3 indicates that most of the participants had at least a Master's degree; therefore, they were regarded as quite knowledgeable about strategic issues in the University.

Table 4. 4: Frequency and percentage distribution of participants by experience

Variable	<i>F</i>	%
Age (n = 48)		
0-5 years	0	0
6-10 years	11	23
11-15 years	17	35
16 years and above	20	42
Total	48	100.0

Table 4.4 indicates that 77% of the participants have more than 10 year's managerial experience. An assessment of the demographic information on respondents shows that respondents had sufficient managerial experience to understand the strategic issues at UNZA, spanning a period longer than the period of the study. Thus, they were deemed to understand the history of the reputational issues at UNZA enough to give reliable responses.

4.3 Reputational risks at the University of Zambia over the last five years

The first research question of this study sought to identify sources of reputational risk within UNZA.

The question needed respondents to indicate their assessment of the prevalence rate of each of the reputational risks given in the questionnaire. A five point scale was used and respondents were requested to indicate the event happening as follows 1 for never happened, 2 for seldom happening, 3 for occasionally happening, 4 for frequently happening, and 5 for always happening. Responses were however combined in order to create negative attitudes and positive attitudes from the given responses. In this regard, responses 1 and 2 were regarded as negative response (meaning that respondents did not view the reputational risks as prevalent), response 3 was neutral, while 4 and 5 were regarded as positive response (meaning respondents considered the reputational risk as prevalent).

The assessment of the reputation risks is such that Student riots/demonstrations and Staff demonstrations / Going-Slow were predominantly noted as reputation risks in the last five years. Two risks (Quality of educational services and closures were not deemed to occasionally happen (See Figure 4.1).

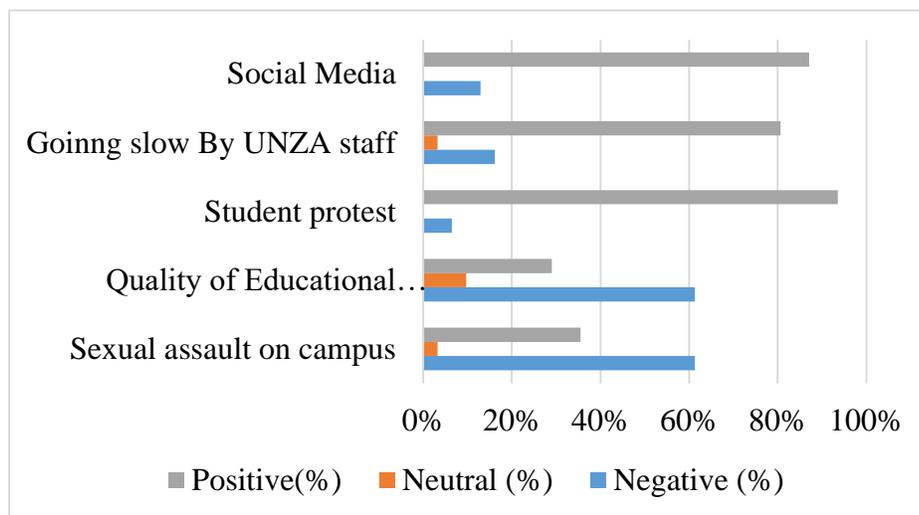


Figure 4. 1: Frequency of Types of Reputation Risk in the last 5 years

Source: Field Data

Figure 4.1 shows that in the previous five years, the most prevalent reputational risks included Social Media, Going slow by UNZA staff members and student protests. Issues like quality of educational services and sexual assaults were perceived to be at a low rate over the previous five years. Over 60% of participants scored negative or did not agree that sexual assault on campus is a source of reputational risks at UNZA. The results also show that only 29% of respondents viewed the quality of education services to be a dominant source of reputational risks at the University, with a clear majority (61%) indicating that quality of services is not a major concern for UNZA.

An analysis of interview responses on sources of reputational risk revealed that student protests and staff strikes (80%) were the two most dominant sources of reputational risk at UNZA. Interviewees noted that, although cases of sexual harassment and quality of educational services were pertinent reputational risks, they were not as dominant as the student protests and staff strikes. For example, one interviewee observed that;

Although student protests and going slow by staff leads to bad reputation, students and staff have no choice because that is how the government would listen to them. These events are caused by the Government of Zambia, they don't pay staff on time and this has been going on for many years now, year in year out it's the same thing. Something needs to be done, it's too much and it damages the good name of the University of Zambia (Interview, December 2019).

There is a considerable impression by the university populace that the Government does not consult the university whenever they are failing to meet their obligations, as indicated by one union leader:

The government must consult lecturers and students when making policies. We have people here who can take time to debate and make informed decisions. They can come and hold discussions and students can present their critically thought views. Also, lecturers can offer expert knowledge in different fields of government concerns but I think we are sidelined and undermined by our government (Interview, December 2019).

A review of media reports on student protests and staff strikes reveals another interesting dimension to the reputational risks at UNZA. For instance, in a statement carried in the Lusaka

Times of 4 October 2018, the General Secretary of UNZALARU, Dr Kelvin Mambwe noted that, previously his Union had been wrongly blaming UNZA management for salary delays, yet it is failure by the government to pay the monthly statutory grant to UNZA that has led to University management failing to pay salaries. As if to answer back at UNZALARU's allegations, in March 2019, the Minister of Higher Education issued a Ministerial statement in Parliament, in which government also blamed UNZA management for mismanaging resources.

Surprisingly, barely 8 months after alleging that government failure was responsible for UNZA's financial problems, on 1 July 2019,² Dr Mambwe made remarks indicating that UNZA management was mismanaging resources, thus contradicting his 4 October 2018 statement. It appears the blame game will not end, but interviewees in this study were emphatic that for as long as staff grievances go unattended, strikes will continue. This was evident in a strong response by one of the interviewees who said:

Most of the conflicts that are there between the staff and management are related to conditions of service. The University of Zambia sometimes breaches the law; they don't pay salaries on time. They come out with policies without consultation and sometimes what they propose which should go into the collective bargaining agreement erodes what already exists. Although going slow by staff members may lead to bad reputation; that is the problem of the management of the university. Staff must be paid on time then protests will stop (Interview, January 2020).

The data sets appear to be talking to each other. Student protests and go-slow by staff members appear to be the dominant sources of reputational risks at the University of Zambia. The link between UNZA and the Government of Zambia has a significant bearing on the reputation of the University.

² <https://www.themastonline.com/2019/07/01/resource-mismanagement-biggest-challenge-at-unza-unzalaru/>

4.3.1 Key Reputational risk events at UNZA between 2018 and 2019

1. *Meal allowance protests of Oct 2018*

On 3 October 2018 violence broke out at UNZA main campus over delays in payment of meal allowances for students on government scholarship. In an effort to quash the riots, police officers are alleged to have fired teargas into a female hostel leading to the death of a female fourth year student (Vespers Shimuzhila) and the injury of many others. This incident raised questions about student safety on campus, according to Livingstone former district commissioner Paul Sensele, as reported in the 10th October 2018 issue of THE MAST³. The widespread media coverage of student riots inevitably discourages prospective students from enrolling because of safety concerns. This leads to financial losses since self-funded students have no interest in most grievances raised by students on government scholarships, yet their learning and general safety get endangered by protests. Loss of non-grant revenue reduces UNZA's ability to maintain and develop infrastructure as well as provide essential learning material; thus, quality of educational services suffers.

2. *Strike by academic staff over delayed February 2019 salaries*

Between 10 and 15 March 2019, UNZA academic staff staged peaceful protests to push government to release their February salary grant⁴. The staff protest disrupted learning and attracted negative media coverage on UNZA. It even forced government to defend itself and lay blame on UNZA management alleging financial mismanagement. In fact, the Minister of Higher Education had to give a Ministerial statement in Parliament and the message was clear that UNZA management was mismanaging resources and also failing to attract funds through research, consultancy and other business projects to finance operations. In short the University was failing.

³<https://www.themastonline.com/2018/10/10/unza-no-longer-safe-for-students-sensele/>

⁴<https://www.themastonline.com/2019/03/15/unza-workers-vow-to-continue-with-strike-until-last-person-is-paid-their-feb-salary/>

The strong statement by the Minister on alleged UNZA mismanagement could be interpreted as a vote of no confidence, which further taints the reputation of the institution. Potential sponsors and strategic partners may be discouraged from working with UNZA after hearing from the chief overseer of State Universities that UNZA is poorly managed. More importantly, the Minister's statement described UNZA as an expensive but poorly managed university. The Minister's opinion about UNZA is taken seriously by stakeholders and such negative comments lead to loss of stakeholder confidence and goodwill, and consequently a loss in business.

3. September 2019 student protests over xenophobia in South Africa

On 4 September 2019, hundreds of UNZA students marched from the main campus to Eastpark Mall and other places around the campus protesting against xenophobic attacks on African immigrants in South Africa. In widely circulated videos and images on the internet and various social media platforms, UNZA students are seen targeting and disrupting business at South African businesses around the University main campus. The protests led to disruption of classes and attracted condemnation from the President himself. The President of Zambia, Dr. Edgar C. Lungu issued a statement⁵ condemning the student actions, followed by a similar statement by UNZA management⁶. The protests portrayed UNZA students as "trigger happy thugs" who are always waiting for the slightest cause to protest.

While the protest may have been welcome as a clear expression of general displeasure by Zambians over lack of protection of African immigrants in South Africa, such conduct chases away investment and undermines the UNZA brand in investment circles. Investors on and around campus are key stakeholders as they provide essential convenience to students and staff and add to the general ambience of the UNZA campus environment. Thus, they enhance the UNZA brand. However, given an established history of student militancy, potential project partners will likely demand a premium in order to invest at or around UNZA. Student protests that border on

⁵<https://www.lusakatimes.com/2019/09/04/president-lungu-condemns-unza-students-lawlessness/>

⁶<https://www.lusakatimes.com/2019/09/04/unza-council-denounces-student-anti-xenophobia-demos/>

politics particularly send a negative message to government and the corporate world about UNZA graduates, which in turn affects job placements.

UNZA continues to suffer from the same institutional pressures that have traditionally led to protests and strikes. Thus, its reputation as Zambia’s top University is at risk of being further tarnished if measures are not taken to increase its capacity to address key stakeholder concerns.

4.3.2 Reputational risk at UNZA over the next three years

Figure 4.2 shows the responses on selected reputational risks being increasingly important over the next three years.

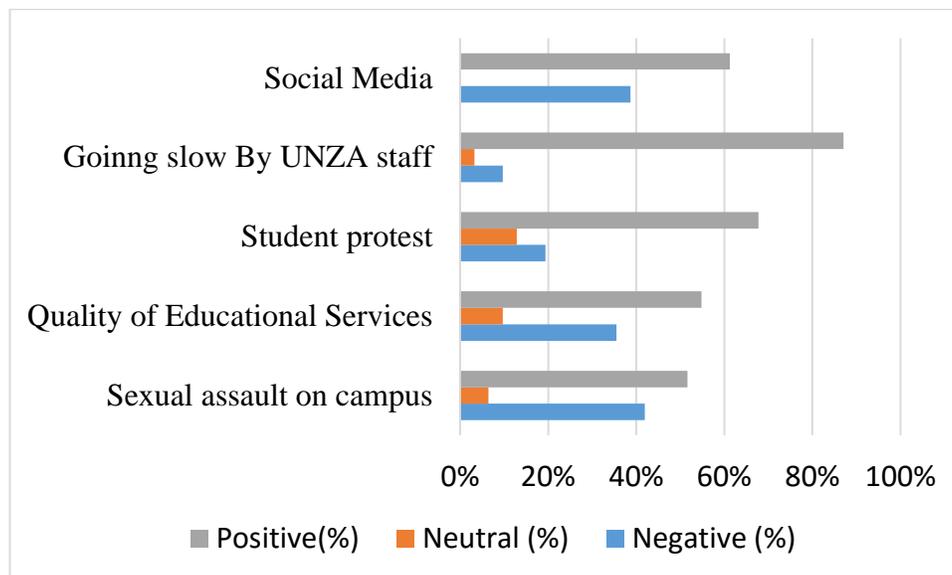


Figure 4. 2: Reputational Risks over the next three years

Source: Field Data

As shown in Figure 4.2 above, in the next three years, apart from the top three risks noted earlier, quality of educational services and sexual assault on campus are expected to increase in importance. Over 60% of respondents agree to the three predominant reputational risks namely,

student protests, going-slow and social media as events the university should manage over the next three years. However, over 50% of respondents agree to sexual assault and quality of educational services needing serious management over the next three years.

Virtually all interviewed respondents agreed that student protests, go-slow and social media are reputational risks the University of Zambia will carry for years ahead. One participant indicated that: *student protests and going slow have come a normal act whenever students or staff are not happy with the government; students and staff are used to it now. These events will likely continue for a decade if no strong measures will be put in place to address these specific events (Union Representative Interview, December 2019).*

In another illustration the respondent lamented that:

Social media can lead to reputational risks but it can equally lead to opportunities. Social media in the digital age is where university members use various social media platforms to research, socialise and network. Social media has become a valuable tool for higher education institutions. These platforms attract best students and staff to this institution as well as to communicate with the university community and the general public. However, the same social media can damage the reputation of the school, because information moves fast, true or not true. The university has no control over the media, and it becomes very difficult to manage (Interview, December 2019).

In both the qualitative and quantitative data, there is agreement in the findings, both data sets point to student protests, going slow by staff members and social media as sources of reputational risks the University of Zambia is increasingly exposed to over the next three years.

One interviewee observed that: *poor communication leads to these events, some of the things are not reported to management, so if management doesn't know, they don't take action. Some of the happenings are reported to media before confirming with the management. Many stories reported in the media sometimes don't reflect reality at UNZA. So, we need to follow proper route of communications whenever we are not happy with something. We have the office of public relations that are responsible for issuing press statements about UNZA; but lately on social media everyone issues a press statement without facts (Senior Management Interview, January 2020).*

Another interviewee acknowledged lack of policies and procedures for the risk management function. He observed that: *At the current moment the University of Zambia does not have a risk policy and a risk framework in place. The risk management function at UNZA is a new function, and its only one person responsible for it, so there are limited resources allocated to it for now but in the near future it will properly function with a policy and framework which we are currently working on (Senior Management Interview, January 2020).*

On preparedness of UNZA to deal with reputational risks events, senior management who participated in the interviews noted that: *Our labor force must be equipped with the process of undergoing training, when they undergo training they are equipped with all tools and skills required to sort out such problems and rules and regulations must be adhered to. We have trained manpower to handle that and we also carried out benchmarking with other institutions in the region to see how they handle situations of risk management in their institutions. We are not proactive but reactive whenever we are handling these events (Senior Management Interview, January 2020).*

The above analysis shows that results of the qualitative data correspond with quantitative data findings. There is clear agreement between UNZA management and other key internal stakeholders on the issues that lead to reputational risks events at UNZA.

4.3.3 Effectiveness of policies and standard documents at UNZA

This section reveals the level of effectiveness of standard documents and policies used at the University of Zambia in managing reputational risks. A Likert scale between 1 and 5 was used but the data was coded in grouped format in which 1 and 2 (not effective at all and slightly effective) were combined to represent ineffective as they both mean the negative; 3 represents moderately effective; 4 and 5 (very effective and extremely effective) were combined to form effective, which indicated a positive response. Figure 4.4 shows the results about the effectiveness of policies and standard documents for managing reputational risks at the University of Zambia.

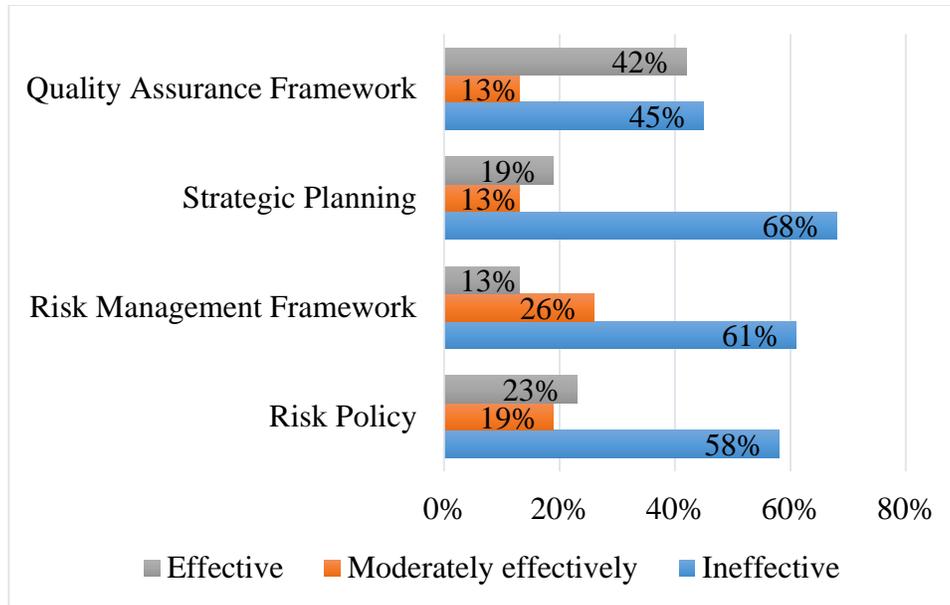


Figure 4. 3: Policies and Standard Documents

Source: Field Data

It is deduced from Figure 4.3 that existing standard documents and policies are not effective enough in managing reputational risks at the University of Zambia. On risk policy, only 23% of participants were of the view that existing policies and documents were effective, 19% of participants thought they were moderately effective, while the majority (58%) indicated that they were not effective. The result on risk policy can be interpreted in the context of disagreement among senior management on whether the University has a risk policy or not. Some thought there was a risk policy while others indicated that there was no risk policy. Thus, the ineffectiveness of risk policy in this context may be reflective of negative sentiment over absence of a risk policy.

On the Strategic planning document, a clear majority (68%) of respondents indicated that the document was not an effective tool, 13% were moderate and 19% participants thought it was effective. There was evidence of mixed views on the quality assurance framework, with 42% of participants agreeing that the framework is effective in managing reputational risks, 13% were moderate and 45% participants were of the view that the framework was ineffective in managing reputational risks at the institution. The results show that the risk management framework is not

effective in managing reputational risks, with 61% of participants thinking it is ineffective, 36% moderately effective and only 13% thought it was effective.

One of the interviewed respondents indicated that: *standard documents and policies can be in place but the question is how effective are those documents, and for the University of Zambia if all those documents you mentioned exist, then they are not effective in managing reputational risks at the university. Maybe we should come up with some other policies which deal specifically with reputational events (Union Representative Interview, December 2019).*

Another respondent observed that: *The University of Zambia don't have policies and documents which deal directly with going slow or riots, if those policies were in place, I strongly believe we could not be seeing what is happening now. Now as I speak to you, University of Zambia staff are on go slow, the government has not paid their November salaries, maybe next month the same again. The University leadership and all involved should engage the government, something needs to be done. Indeed these events damage the reputation of the University of Zambia (Students Representative Interview, December 2019).*

The results found in qualitative data are not far from those from quantitative findings. There is a clear correlation on the issue, standard documents and policies managing reputational risks at the university are not effective.

4.4 Persistence of reputational risk events at UNZA

This section reveals the reputational risk environment at the University of Zambia and explains the persistence of reputational risk events at the institution. A Likert scale between 1 and 5 was used but the data was coded in grouped format in which 1 and 2 (Strongly Agree and Disagree) were combined to represent disagree, 3 represent moderate. 4 and 5 (Agree and Strongly Agree) were combined to form Agree. Figure 4.4 shows the results about the internal factors that might lead to reputational risks events at the University of Zambia.

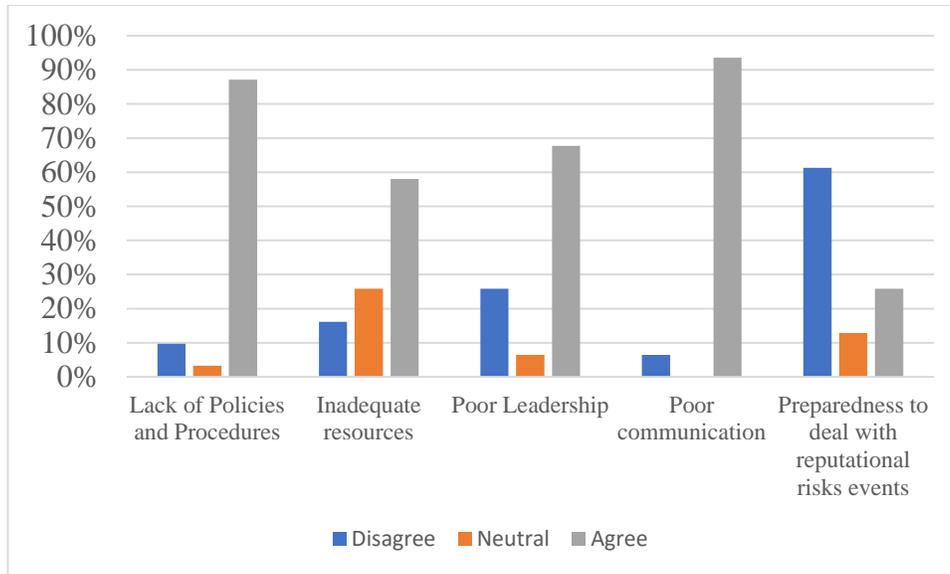


Figure 4. 4: Persistence of reputational risk events at UNZA

Source: Field Data

Figure 4.4 shows aspects which lead to persistence of reputational risk events at UNZA. Eighty-seven (87%) of questionnaire respondents agreed that lack of policies and procedures at UNZA contribute to persistence of reputational risk events. Furthermore, inadequate resources for the risk management function were also pointed out by 58% of respondents as an important driver of reputational risk persistence, while only 16% disagreed. Unsurprisingly, poor communication was noted as the leading cause of reputational risk persistence at UNZA, thus proving that even senior administrators at UNZA believe that communication with stakeholders is poor.

One interviewee observed that: *poor communication leads to these events, some of the things are not reported to management, so if management doesn't know, they don't take action. Some of the happenings are reported to media before confirming with the management. Many stories reported in the media sometimes don't reflect reality at UNZA. So, we need to follow proper route of communications whenever we are not happy with something. We have the office of public relations that are responsible for issuing press statements about UNZA; but lately on social media everyone issues a press statement without facts (Senior Management Interview, January 2020).*

Another interviewee acknowledged lack of policies and procedures for the risk management function. He observed that: *At the current moment the University of Zambia does not have a risk policy and a risk framework in place. The risk management function at UNZA is a new function, and its only one person responsible for it, so there are limited resources allocated to it for now but in the near future it will properly function with a policy and framework which we are currently working on (Senior Management Interview, January 2020).*

On preparedness of UNZA to deal with reputational risks events, senior management who participated in the interviews noted that: *Our labor force must be equipped with the process of undergoing training, when they undergo training they are equipped with all tools and skills required to sort out such problems and rules and regulations must be adhered to. We have trained manpower to handle that and we also carried out benchmarking with other institutions in the region to see how they handle situations of risk management in their institutions. We are not proactive but reactive whenever we are handling these events (Senior Management Interview, January 2020).*

The above analysis shows that results of the qualitative data correspond with quantitative data findings. There is clear agreement between UNZA management and other key internal stakeholders on the issues that lead to persistence of reputational risks events at UNZA.

4.5 Measures to strengthen management of reputational risks at UNZA

This segment assesses the levels of agreement of participants to the suggested elements presented to them. A Likert scale between 1 and 5 was used but the data was coded in grouped format in which 1 and 2 (strongly disagree and disagree) were combined to represent disagree as they both mean the negative. 3 was left as neutral as it represented somewhat disagree/agree, a doubtful answer. 4 and 5 (agree and strongly agree) were combined to form agree, which indicated a positive response. The responses are presented in terms of means. In the following results, the mode is 3 and any mean close to 3 represents the highest score of response and in this regard, such a score means that the element with highest response is given high priority as a mechanism to use in enhancing management of reputational risks at the University of Zambia. Table 4.5

shows the results on measures to use to enhance the management of reputational risks at the university;

Table 4. 5: Measures to enhance management of reputational risk at UNZA

ITEM	Mean
Evaluating the university’s reputation real character,	2.90
Closing reputation-reality gaps	2.88
Monitoring changing beliefs and expectations	2.68
Assessing the university’s reputation among stakeholders	2.94
Focusing attention on the sacred cows on campus, those individuals or programs that are perceived to be above reproach, and reminding the campus that no one can act without responsibility	2.29
Putting a senior executive to be in charge of a risk committee.	2.65
Setting up a team to track reputational performance through social media and other rankings.	2.42

The results in Table 4.5 show the suggested solutions that would help in ensuring there is effective management of reputational risks at the University of Zambia. Among all responses from the means presented, “*Assessing the university’s reputation among stakeholders*”, with a mean of 2.94 and “*Evaluating the university’s reputation real character*”, with a mean of 2.90 indicated the top 2 strongest responses. The bottom 2 responses were the issue of “*Setting up a team to track reputational performance through social media and other rankings*” with a mean of 2.42, and “*focusing attention on the sacred cows on campus, those individuals or programs that are perceived to be above reproach, and reminding the campus that no one can act without responsibility*”, with a mean of 2.29. Other responses as shown in Table 4.6 could also be utilised in the realisation of effective management of reputational risks.

There was agreement between the qualitative and quantitative data with regard to measures that could be used to enhance participation. It was observed from the interviews that respondents favoured these measures to enhance the management of reputational risks at the University of Zambia. One respondent lamented:

I think the University of Zambia should adopt those measures to proactively manage reputational risks; it's important to have a system which monitors when reputational risks have occurred and the outcome of the reputational risks (Senior Management Interview, January 2020).

The same trend was also observed in the quantitative data. Social media plays a big role in managing reputational risks. There is a significant recognition by respondents about the flow of information on social media as observed by one participant;

The University needs to understand the important role played by social media in their strategies to obtain optimal results for sustained growth and development. The university should even come up with a social media policy. Social media is a risk and opportunities space (Senior Management Interview, January 2020).

The respondent further stated that the;

Government should be at the fore-front. Most of these reputational events are caused by government actions.

4.6 Discussion of Findings

4.6.1 Discussion on Sources of Reputational Risk

The findings of this study support earlier findings (Wealer, 2012; Centko, 2017) on the significance of student protests as a reputational risk to institutions of higher learning. However, the study contradicts findings on sexual harassment, as it is concluded in this study that sexual harassment is not among the top 2 reputational risks at UNZA. Instead social media abuse is the second most important risk in the past 5 years, although it is expected to fall behind go slow by staff in the next 3 years. There is however a possibility that many cases of sexual harassment are not reported or they are rather subtle in nature.

In summary, the findings show that reputation risk of the University of Zambia as a corporate body is riddled with low risk aversion. The University of Zambia seems not to be concerned with the normative premise that an organisations' reputation is generally which is viewed as a significant factor that contributes to successful client relationship building (Dollinger et al., 1997). The absence of standard documents, policies, and strategies in managing reputational risks could not be used to effectively enhance the University's reputation and to use this as a strategic weapon for competition. A more positive perception of the organisation's reputation can be anticipated if the client especially students have a strong relationship with the organisation (Dollinger et 1997). Student attraction, loyalty and retention could have been are much easier to establish if the University is better known for its service excellence. A positive reputation for the University is an important catalyst for attracting prospective clients to start a future relationship as shown in previous research (Hayes, 1992; Howard, 1997).

4.6.2 Discussion on Persistence of Reputational Risk

A reflection on the results on the drivers of reputational risk persistence at UNZA reveals that Balmer and Soenen's (1999) ACID test of organizational identity may be a very useful tool for understanding the multi-dimensional nature of reputation.

The University of Zambia does not seem to have a good track record noting closures, the persistent year in and year out of staff and students' demonstrations. A successful track record of an organisation in terms of stability, the size and prestige of services provided over the years would serve as an important evaluative criterion for securing new contracts. The better the organisation's track record, the higher will be the propensity of its clients to continue using similar services of the company for projects related to its past experiences (Hebson, 1989; Connor and Davidson, 1997). Where organisations are known to have good reputations, in many cases, prospective clients are less willing to try out new organisations with no track record, particularly for large-scale projects, because they fear negative consequences that may have an adverse effect on them (Hebson, 1989). What this implies is that potential clients are likely to shop for the less established organisations, which are able to provide efficient and reliable services (Han and Leong, 1996).

4.6.3 Discussions on measures to strengthen Reputational Risks

The results above also point to the importance of institutional culture, communication of institutional identity to both internal and external stakeholders, and having a clear framework and policy addressing risk management for the whole organisation. In particular, the ERM framework of risk management is an appropriate framework for addressing UNZA's reputational risk concerns, in addition to other University-wide risks.

The fact that the University has not implemented an organized risk management framework or a Good Governance Index (GGI) which could have compelled it to manage risks effectively. Public universities cannot avoid in managing risks. The increasing demand for autonomous governance especially in financial and resource decision-making affirm in clear terms that they must be made accountable for the freedom given to them.

The results above also point to the existence in the University of a Risk Institutional Culture. As part of the corporate culture, a strong risk culture ensures general risk awareness and accountability for integrity in daily operations throughout the entire organization, thus improving decision-making by "considering risk and reward on an informed basis" (Brooks, 2010: 87). From the board level to senior management to each individual employed within the organization, roles and responsibilities ought to be defined, along with organizational norms and rules. In particular, risk culture includes all aspects of how corporate culture affects risk management, thereby constituting the basis on which risks are identified, analyzed and controlled. Risk culture should be less supported and not actively lived by senior management, and a strong internal communication mechanism is lacking to ensure effective decision-making among the university councilmembers. Furthermore, the COSO (2004) framework suggests that a common language of risks is essential for a risk culture and gives hints regarding implementation (Brooks, 2010).

According to Tonello (2007: 9), the failure to embed reputation risk in a holistic ERM framework might hamper the organization's ability to "foster a cohesive culture of risk awareness". Given the fundamental goal of strategic alignment as well as effective coordination, creation of an organization-wide risk culture is considered paramount to successfully creating

value through ERM (Brooks, 2010). In particular, the ERM framework of risk management is needed for addressing UNZA's reputational risk concerns, in addition to other University-wide risks.

The findings seem to suggest a weak risk awareness culture. In support of strong risk awareness across the university regarding reputation and reputation risk, many organizations are considering education and training to make employees aware of changing social norms and to sensitize them toward newly evolving risks. These programs also provide input regarding processes to report risks and concerns, as well as return information about the results of management's actions in response to such reports.

4.7 Chapter Summary

This chapter has presented the findings of the research and has addressed the research objectives. It has revealed the sources of reputational risks and the administrator perspective on effectiveness of policies and documents managing reputational risks at the University of Zambia. The administrators favour the measures identified which can be used in management of reputational risks. In the discussions, this study is supported by prior research studies on reputational risk in institutions of higher learning. The next chapter presents conclusions of the study and makes recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Preceding chapters sought to lay a basis upon which the researcher could draw conclusions and recommendations. This chapter briefly highlights the major findings of the research, concludes the research work and provides recommendations based on the responses obtained during the research and data analysis. At the beginning of the research, the following objectives of the research were made as follows:

The primary objective of the research was to critically review reputational risk events at UNZA, and understand the underlying issues, with a view to suggest measures to strengthen reputational risk management at the University.

The secondary objectives of the research were:

- i. To identify sources of reputational risk at the University of Zambia.
- ii. To understand the reputational risk environment at the University of Zambia, with a view to explain the persistence of reputational risk events at the institution.
- iii. To recommend appropriate measures to strengthen the management of reputational risk at the University of Zambia.

5.2 Summary of Key Findings

The main purpose of this research was to provide alternative measures to enhance management of reputational risks at the University of Zambia. A survey through questionnaires and semi-structured interviews was conducted among senior University administrators, staff union leaders and student union leaders. Data gathered was analysed using Microsoft Excel. The results of the data analysis revealed that the dominant reputational risks at the University of Zambia over the past 5 years were student protests, staff go slows, and social media abuse. Most of documents and policies in place at UNZA were noted as ineffective in managing reputational risks at the

university. Further, the study revealed that the key strategies for managing reputational risks in institutions of higher learning going forward involve having and promoting a culture of risk awareness in the entire University, as well as having a mechanism of measuring reputational risks by referring to social media mentions and institutional rankings.

5.2.1. Sources of reputational risks at the University of Zambia

The researcher made the following key findings about sources of reputational risk at UNZA:

- i. Student protests have been the most important source of reputational risk at UNZA in the past 5 years.
- ii. Sexual harassment is not perceived as a leading source of reputational risk at UNZA.
- iii. Staff protests are perceived to be the top reputational risk that UNZA faces in the near future.
- iv. Key stakeholders at UNZA perceive that UNZA does not face significant reputational risk with respect to the quality of its educational services.

5.2.2. Explaining persistence of reputational risks at UNZA.

The researcher made the following key findings about the persistence of reputational risk at UNZA:

- i. The leading cause of reputational risk persistence at UNZA is poor communication within the University.
- ii. The absence of a risk policy at UNZA is a key factor in explaining the persistence of reputational risk.
- iii. Poor resourcing of the risk management function accounts for ineffective reputational risk management at UNZA.

5.2.3. Measures to strengthen management of reputational risks at UNZA.

The researcher made the following key findings about the measures that can help strengthen reputational risk management at UNZA:

- i. The ERM approach to risk management has significant potential to address reputational risk management concerns at UNZA.
- ii. Creation and communication of a shared culture and vision among internal stakeholders is vital in mitigating most reputational risk concerns at UNZA.
- iii. Reputational risk measurement is critical to managing reputational risk at UNZA.

5.3 Conclusions

The study sought to understand reputational risks at the University of Zambia (UNZA) and explore measures to strengthen reputational risk management at the institution. The researcher adopted a pragmatic view in conducting the study, and hence used the embedded mixed methods design. The study established that student protests, staff strikes were the dominant reputational threats in the five-year period between 2014 and 2019; staff strikes represent the main threat in the next five years, and that sexual harassment and quality of educational services were perceived to be average and below average threats to reputation at UNZA respectively. Participants were generally of the view that poor communication, under-resourcing, and absence of a risk management framework at UNZA were the main contributors to the persistence of reputational threats at the institution. The research noted that, although UNZA is taking steps to come up with a risk policy, an enterprise risk management (ERM) framework was the long-term solution to reputational and other institutional risks.

It is hoped that the University management will also rely on the examination of past crises in designing management strategies since reputational risk management probably leads the way by looking at the history. Much of the literature about the mitigation and treatment of this risk is full of examples of past failures to do so. Corporate examples such as Andersen Consulting, Johnson & Johnson, and Monsanto dominate. These incidents result in reputational hits, with ramifications ranging from business interruption to corporate collapse. While there is nothing wrong with stirring the ashes of past fires, looking for future meaning, UNZA Management can learn from other sources as well. As business management professionals, UNZA Management could look at successful organisations; perhaps look for examples where major reputational damage did not occur as anticipated.

5.4 Recommendations

The researcher made the following recommendations about measures to strengthen reputational risk at UNZA:

- i. **The University must go beyond just stating its mission and values, but reinforce a sense of collective ownership and vision through how it handles and prioritises stakeholder issues.**

As observed in the results, the study found that assessing the culture of the institution and making clear the mission and values of the institution must be given priority. The University management must assess and strive to steadily improve the culture of the institution and other factors that significantly contribute to the institution's reputation. UNZA must articulate the values and mission of the institution for all to understand, and communicate a clear understanding of how the institution operates. The level of engagement and transparency sets the stage for developing a reputational risk management strategy. But as the cliché goes “action speaks louder than words.”

- ii. **UNZA must consider adopting and adapting ERM practices of leading Universities in the world to suit its own operating environment and resourcing.**

When managing reputational risks, it is recommended that the University takes guidance from the ERM framework, especially the governance and culture aspects. Through the right governance and culture, the University leadership must set the tone at the top, and be fully engaged in risk management; enforce accountability, and demonstrate desired behaviours surrounding reputational risk. Identifying, assessing, and managing reputational risks can help ensure that when reputational risk events occur, the impact is less devastating.

As the University seeks to strengthen its overall risk management strategy, it is recommended that UNZA invests in ERM expertise to lead the implementation of an appropriate framework. While the resource demands for completing and overhauling the entire risk management framework may be currently beyond its reach, the University should gradually capacitate itself,

knowing that the reputational and other gains far outweigh the financial investment. A risk policy is an important requirement in the ERM framework.

iii. The University must set up a team to track its reputational performance through social media and other rankings.

UNZA needs to develop a common understanding of the institution's reputation through surveys of constituents, students, alumni, faculty, staff, and community members. Given the significance of social media today, the University must include an analysis of social media mentions; rankings in guidebooks, other student-driven sites. The University must embrace and explore the concept of big data analytics in its reputational risk management efforts.

iv. ERM Framework for UNZA

This section is reserved to the fourth research question⁷. The question is about addressing what ought to be done to strengthen the management of reputational risk at UNZA. The question is followed from a functional pragmatic point of view by embracing the thinking in practice theory. The researcher brings this part earlier than is the practice because pragmatists emphasise practical action-based theory and builds on Cronen's pragmatic assumptions. Cronen (1995: 231) describes practical theories in the following way: "They are developed in order to make human life better. They provide ways of joining in social action so as to promote (a) socially useful description, explanation, critique, and change in situated human action; and (b) emergence of new abilities for all actors involved in solving a problem." Practical theories should help us to see things, aspects, properties and relations which otherwise would be missed (Cronen, 2001). "Its use should, to offer a few examples, make one a more sensitive observer of details of action, better at asking useful questions, more capable of seeing the ways actions are patterned, and more adept at forming systemic hypotheses and entertaining alternatives" (ibid, p 30). The concept of practical theory follows the view on theories, put forth in pragmatism, as instruments; confer e.g. Dewey (1931) and the thinking is used to develop an Enterprise Risk management Framework for UNZA.

⁷ What ought to be done to strengthen the management of reputational risk at UNZA?

The proposals of eventual management of reputational risk that appear below form the ERM for UNZA and have been informed by the nature of risks inherent of the University of Zambia as well as the thirteen sources of reputation risks. It should be noted that reputational risk is the starting point for all risk. The potential of relatively minor failures of risk control to rebound on reputation means that, at the very least, managers at UNZA must be aware of how an event might damage the organisation's image. The risks raised in this study, the sources of risks and costs of reputation risk require a specific response. Many kinds of risk, in addition to the narrow threat they pose to the business operation, have a reputational element that must be managed separately, whether by managing stakeholder expectations via corporate communications or by establishing processes for quickly addressing crises when they arise. In some areas, the reputational aspect of a specific risk can be the predominant threat, and recognising this may call for a tougher response than might otherwise have been adopted. In this study, the policy direction to the management of risks and sources of risks involves six areas:

- A. Assessing the university's reputation among stakeholders,
- B. Evaluating the university's reputation real character,
- C. Closing reputation-reality gaps,
- D. Monitoring changing beliefs and expectations, and
- E. Putting a senior executive to be in charge of a risk committee.
- F. Setting up a team to track reputational performance through social media and other rankings.

A. Assessing the university's reputation among stakeholders

Since reputation is perception, it is perception that must be measured. This argues for the assessment of reputation in multiple areas, in ways that are contextual, objective, and, if possible, quantitative. Three questions need to be addressed: What is the University's reputation in each area (product quality, service performance for instance)? Why? How do these reputations compare with those of the competitors? Various techniques exist for evaluating the University's reputation. Research wings in the University may consider including media analysis (as this researcher demonstrated), surveys of stakeholders (customers, employees, investors, NGOs) and industry

executives, focus groups, and public opinion polls. Although all are useful, a detailed and structured analysis of what the media are saying is especially important because the media shape the perceptions and expectations of all stakeholders.

Today, many companies hire clipping services to gather stories about them. Text- and speech-recognition technologies enable these services to scan a wide range of outlets, including newspapers, magazines, TV, radio, and blogs. They can provide information on such things as the total number of stories, the number per topic, and the source and author of each story. While useful in offering a real-time sample of media coverage, these services are not always accurate in assessing whether a story about the University is positive, negative, or neutral, because of the limits of the computer algorithms that they employ. Therefore, the old tool of clipping services needs to be supplemented with strategic media intelligence. UNZA Radio and the Public Relations Unit of the University could be used a great deal for this strategy.

B. Evaluating the university's reputation real character

The University of Zambia should objectively evaluate its ability to meet the performance expectations of stakeholders. Gauging the organization's true character is difficult for three reasons: First, University managers—the Public Relations Unit and functional heads appear to have a natural tendency to overestimate the University's capabilities. Second, they all tend to believe that the University has a good reputation.

As is the case in assessing reputation, the more contextual, objective, and quantitative the approach to evaluating character, the better. Just as the reputation of a University must be assessed relative to competitors, so must its reality. For example, performance-improvement targets based only on the University's results for the previous year are meaningless if competitors are performing at a much higher level. The importance of benchmarking enrolment, attrition and performance and student as well as staff management processes against competitors especially those regarded as "best in class" would be a good revelation.

C. Closing reputation-reality gaps,

There is then need to close the reality gap once the university's reputation real character has been established. This must be a continuous process. For instance, when UNZA's character exceeds its reputation, the gap can be closed with a more effective investor or stakeholder relations and a robust corporate communications program that employs the principles of strategic media intelligence discussed above. If a reputation is unjustifiably positive, the University must either improve its capabilities, behaviour, and performance or moderate stakeholders' perceptions. If, however, the gap is large, the time required to close it is long, and the damage if stakeholders recognize the reality is likely to be great, then management should seriously consider lowering expectations—although this obviously needs to be done in careful, measured ways.

D. Monitoring changing beliefs and expectations

Understanding exactly how beliefs and expectations are evolving is not easy, but there are ways to develop a picture over time since monitoring is not done at UNZA. For instance, regular surveys of employees, customers, and other stakeholders can reveal whether their priorities are changing. While universities elsewhere conduct such surveys, few take the additional step of considering whether the data suggest that a gap between reputation and reality is materializing or widening. Similarly, periodic surveys of experts in different fields can identify political, demographic, and social trends that could affect the reputation-reality gap. “Open response” questions can be used to elicit new issues of importance—and thus new expectations—that other questions might miss. It is generally useful to supplement these surveys with focus groups and in-depth interviews to develop a deeper understanding of the causes and possible consequences of trends. The lessons from this study would be handy.

Influential stakeholders that could make the University a target for poor reputation are one group of stakeholders that should be monitored. These include government as the investor, groups concerned about student welfare, salaries, working conditions, and labour practices as well as political parties. The researcher believes that UNZA Management is not sceptical about whether such stakeholders are not interested in working collaboratively to achieve change for the public

good. But these stakeholders are a fact of life and must be engaged. Interviews with them can also be a good way of identifying issues that may not yet have appeared on the University's radar screen.

Finally, UNZA needs to understand how the media shape the public's beliefs and expectations. Dramatic changes in the amount of coverage influence how fast and to what extent beliefs and expectations change. The large volume and prominent display of stories on the backdating of stock options about the University of Zambia in recent months is one example of how the media can help set the agenda to create a negative reputation and risks. The sharp drop in stories about the University would illustrate how the media can help relegate a hot topic to the back burner. This would require collaboration between the Public Relations Unit and the risk committee.

E. Putting a senior executive to be in charge of a risk committee.

As the University seeks to strengthen its overall risk management strategy, it is recommended that UNZA invests in ERM expertise to lead the implementation of its own framework. While the resource demands for developing risk management framework may be currently beyond its reach, the University should gradually capacitate itself, knowing that the reputational and other gains far outweigh everything else including financial investments. A risk policy dealing with reputation risk is an important requirement in the ERM framework. This has been long overdue.

Assessing reputation, evaluating reality, identifying and closing gaps, and monitoring changing beliefs and expectations will not happen automatically without a senior executive to be in charge of a risk committee. The Vice Chancellor through the University Council has to give one-person responsibility for making these things happen. The chosen executive should periodically report to top management and the University Council on what the key reputational risks are and how they are being managed. Managing reputational risk is not an extraordinarily expensive undertaking that will require years to implement. At most, many of the elements are already in place in disparate parts of the University. The additional costs to identify risks and design responses are in the low to high six figures, depending on the size and complexity of the needs of the University. This is a modest expense compared with the value at stake for the University.

F. The University must set up a team to track its reputational performance through social media and other rankings

UNZA needs to develop a common understanding of the institution's reputation through surveys of constituents, students, alumni, faculty, staff, and community members. Given the significance of social media today, the University must include an analysis of social media mentions; rankings in guidebooks, other student-driven sites. The University must embrace and explore the concept of big data analytics in its reputational risk management efforts. Given the findings and the above practical theory that should help us to see things, aspects, properties and relations which otherwise would be missed, the ERM Framework for UNZA is presented below in Figure 5.1.

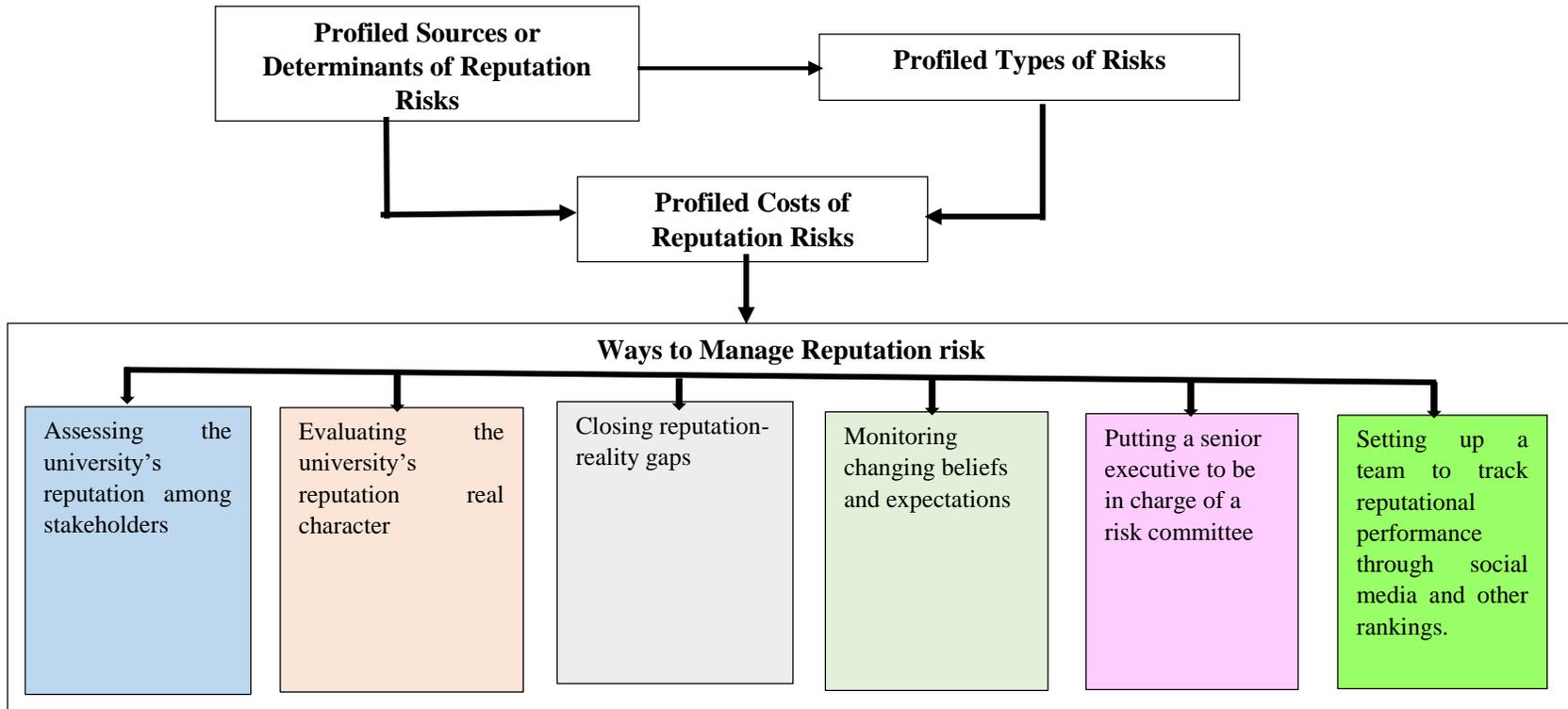


Figure 5. 1: ERM Framework for UNZA

5.5 Suggested Areas for Further Research

The study recommends further research to understand how ERM frameworks can viably be adapted to the Zambian Higher Education context, to ensure stability and growth. Further studies are needed on reputation management culture and best practices that can help higher education institutions to protect the campus from violent protest.

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APPENDICES

Appendix 1: Structured Questionnaire for staff of UNZA

Brief introduction

I am a postgraduate student at the University of Zambia carrying out an academic study in which your participation is important. The study is titled '*Embraces the relevance of Enterprise Risk Management practices in managing reputational risks at University of Zambia in Lusaka district*'. Please kindly respond as truthful as possible to the items in the instrument by **a tick (✓)** or **a brief explanation in the spaces provided**. **The information you will give will be treated with utmost confidence and will only be used for the purpose of this particular study.**

Instructions

- a. **Do not write your names on this questionnaire.**
- b. **Do not mention any name of any person in this questionnaire.**
- c. **Read the questionnaire items carefully before you answer them.**

Section A: Demographic Information

(Tick the appropriate box to show your choice)

1. Gender: Male [] Female []
2. Age: 20 – 30 years [] 31 – 40 years [] 41- 50 years [] 50+ []
3. Highest professional qualification:
Advanced Diploma []
Bachelor's degree []
Master's degree []
PhD []
4. Years of management experience:
0 – 5 years [] 6 – 10 years [] 11 – 15 years [] 16 years and above []

Section B: Sources of Reputational risk

5. What is your assessment of the frequency of occurrence of the following at UNZA over the last five years? Indicate as follows 1 for never happen, 2 for occasionally happening, 3 for rarely happening, 4 for frequently happening, and 5 for always happening.

(Tick the appropriate box to show your choice)

		1	2	3	4	5
1	Sexual harassment					
2	Quality of educational services					
3	Student riots/demonstrations					
4	Staff demonstrations / Going-Slow					
5	Closures					

6. Which of the reputational risks do you see UNZA being increasingly exposed to over the next three years? Indicate as follows 1 for very unlikely, 2 unlikely, 3 for not sure, 4 for likely, and 5 for very likely.

(Tick the appropriate box to show your choice)

		1	2	3	4	5
1	Sexual harassment					
2	Quality of educational services					
3	Student riots/demonstrations					
4	Staff demonstrations / Going-Slow					
5.	Closures					

Section C: Types of reputational risk events at UNZA

How significant a threat do the following risks pose to the University’s business operation today? Indicate as follows 1 for strongly disagree, 2 for disagree, 3 for somewhat agree, 4 for agree, and 5 for strongly agree.

		1	2	3	4	5
1	Sexual harassment					
2	Student riots/demonstrations					
3	Staff demonstrations					
4	Closures					
5						

Policies and Standard documents

7. How effectively are the following standard documents and policies used at University of Zambia in managing reputational risks?

1= Not effective at all	2= Slightly effective	3= Moderately effective	4=Very effectively	5=Extremely effective
--------------------------------	------------------------------	--------------------------------	---------------------------	------------------------------

(Tick the appropriate box to show your choice)

	1	2	3	4	5
Risk policy					
Risk Management framework					
Strategic plan					
Quality assurance framework					

8. How effective are those documentations if any?

1= Not effective at all	2= Slightly effective	3= Moderately effective	4= Very effectively	5=Extremely effective
--------------------------------	------------------------------	--------------------------------	----------------------------	------------------------------

Document	1	2	3	4	5

Section D: Measures to strengthen management of reputational risks at UNZA

Enterprise risk management (ERM) has been defined as: a process designed to identify, assess and prioritize, prevent and manage, the key risks that may have an impact on the ability of the institution to attain its long-term strategies and objectives. Globally leading ERM frameworks commonly list the importance of governance and culture in managing risks. Higher education should take note and follow their guidelines and best practice recommendations. Institutions cannot successfully manage reputational risks unless they build a governance and culture component, which can help set the tone, engage leaders, raise accountability, and promote desired behaviors around reputational risk.

1= Strongly disagree	2= Disagree	3= Neutral	4= Agree	5= Strongly Disagree
-----------------------------	--------------------	-------------------	-----------------	-----------------------------

(Tick the appropriate box to show your choice)

	1	2	3	4	5
Evaluating the university's reputation real character,					
Closing reputation-reality gaps					
Monitoring changing beliefs and expectations					
Assessing the university's reputation among stakeholders					
Focusing attention on the sacred cows on campus, those individuals or programs that are perceived to be above reproach, and reminding the campus that no one can act without responsibility					
Putting a senior executive to be in charge of a risk committee.					
Setting up a team to track reputational performance through social media and other rankings.					

Thank You for your Responses and Time.

God richly bless You!

Appendix 2: Interview Schedule for staff members and staff unions

Brief introduction

I am a Master of Science student in Accounting and Finance at the University of Zambia, Graduate School of Business, carrying out an academic study in which your participation is requested. This interview is meant to understand why the University of Zambia continues to experience incidences of students and staff unrest, cases of sexual harassment and social media abuse, as well as other related issues which potentially tarnish its image. The ultimate purpose of the study is to recommend measures that can strengthen the management of reputational risks associated with the above.

I am grateful that you have agreed to participate in this research. I must emphasise that your participation is entirely voluntary and you are at liberty to withdraw at any time if you so wish. All data will be kept confidential and will only be used in an aggregated format and be assured that the identity of participants will not be disclosed. The findings of the research will be used for academic purposes only. Please feel free to share your perception without any fear or prejudice.

1. Over the period of last five years they have been reports of staff strikes at the University of Zambia, I want to understand why staff at UNZA continue to protest?
2. What can you say about the effects of strikes on the image of the University?
3. Given the grievances, what can you say is the role of academic staff in promoting the image of the University
4. Are the staff of the university involved in efforts to promote the university brand, weather talk positively about UNZA to outsiders?
5. Do you foresee any viable resolution of their grievances in the near future?
6. In your views, what measures can be taken to strengthen the management of reputational risks specifically staff unrest at the University of Zambia?

Appendix 3: Interview Schedule for student representative

Brief introduction

I am a Master of Science student in Accounting and Finance at the University of Zambia, Graduate School of Business, carrying out an academic study in which your participation is requested. This interview is meant to understand why the University of Zambia continues to experience incidences of students and staff unrest, cases of sexual harassment and social media abuse, as well as other related issues which potentially tarnish its image. The ultimate purpose of the study is to recommend measures that can strengthen the management of reputational risks associated with the above.

I am grateful that you have agreed to participate in this research. I must emphasise that your participation is entirely voluntary and you are at liberty to withdraw at any time if you so wish. All data will be kept confidential and will only be used in an aggregated format and be assured that the identity of participants will not be disclosed. The findings of the research will be used for academic purposes only. Please feel free to share your perception without any fear or prejudice.

1. Over the period of last five years they have been reports of student strikes at the University of Zambia, I want to understand why student at UNZA continue to protest?
2. What can you say about the effects of student protests on the image of the University?
3. Do student take responsibilities for shaping the perceptions of external stakeholders about UNZA or if at they care?
4. Is the student of the university involved in efforts to promote the university brand, whether talk positively about UNZA to outsiders?
5. Do you foresee any viable resolution of their grievances in the near future?
6. In your views, what measures can be taken to strengthen the management of reputational risks specifically student unrest at the University of Zambia?

Appendix 4: Interview schedule for Administrator

Brief introduction

I am a Master of Science student in Accounting and Finance at the University of Zambia, Graduate School of Business, carrying out an academic study in which your participation is requested. This interview is meant to understand why the University of Zambia continues to experience incidences of students and staff unrest, cases of sexual harassment and social media abuse, as well as other related issues which potentially tarnish its image. The ultimate purpose of the study is to recommend measures that can strengthen the management of reputational risks associated with the above.

I am grateful that you have agreed to participate in this research. I must emphasise that your participation is entirely voluntary and you are at liberty to withdraw at any time if you so wish. All data will be kept confidential and will only be used in an aggregated format and be assured that the identity of participants will not be disclosed. The findings of the research will be used for academic purposes only. Please feel free to share your perception without any fear or prejudice.

1. Is the University of Zambia having a risk policy, or plans of having one?
2. Are risks linked to student protests, staff unrest, cases of sexual harassment and abuse of social media proactively or reactively managed by the university of Zambia?
3. Does the University of Zambia have adequate resources for the risk management function?
4. What is your assessment of the preparedness of UNZA to deal with reputational risks events?
5. What measures often taken by the UNZA to suppress the negative effects of reputational risk events?
6. In your views, what measures can be taken to strengthen the management of reputational risks specifically staff unrest at the University of Zambia?

Appendix 5: Ethical Clearance



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777
Fax: +260-1-290 258/253 952 | Email: director@drgrs.unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

27th November 2019

REF NO. HSSREC-2019-MAY-011

Mr Njekwa Namukokoba
P.O Box 1783
KATIMAMULILO
NAMIBIA.

Dear Mr Namukokoba

RE: "ENTERPRISE RISK MANAGEMENT PRACTICE REPUTATION WITHIN AN INSTITUTION OF HIGHER LEARNING: A CASE OF UNIVERSITY OF ZAMBIA"

Reference is made to your protocol dated 12th April 2019. HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

Review Type	Ordinary	Approval No. HSSREC-2019- MAY-011
Approval and Expiry Date	Approval Date: 27 th November 2019	Expiry Date: 26 th November 2020
Protocol Version and Date	Version - Nil.	26 th November 2020
Information Sheet, Consent Forms and Dates	• English, Nyanja, Bemba.	26 th November 2020
Consent form ID and Date	Version - Nil	26 th November 2020
Recruitment Materials	Nil	26 th November 2020
Other Study Documents	Questionnaire.	26 th November 2020
Number of participants approved for study	600	26 th November 2020

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered

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Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Conditions of Approval

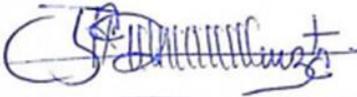
- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an

expedited basis (via the IKU Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by ISSR/C before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of ISSR/C, we would like to wish you all the success as you carry out your study.

Yours faithfully,
USSRECIRB



**Dr. ty. Mwanza*

Dip. Clin. Med. Sc., BA. M.Soc., PhD

CHAIRPERSON

**THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

cc: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Acting Assistant Registrar (Research), Directorate of Research and Graduate Studies

Appendix 6: Permission letter to conduct research



THE UNIVERSITY OF ZAMBIA OFFICE OF THE REGISTRAR

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-251 593
Fax: +260-1-253 952 | Email: registrar@unza.zm | Website: www.unza.zm

29th October 2018

Mr Njekwa Namukokoba (GSB 150949)
C/o Graduate School of Business
P O Box 32379
LUSAKA

Dear Mr Namukokoba

RE: REQUEST TO CONDUCT RESEARCH AT THE UNIVERSITY OF ZAMBIA

I refer to the above subject matter.

Approval is granted to a research at the University of Zambia entitled "Appropriateness of Enterprise Risk Management (ERM) at institutions of Higher Learning: A Study of the University of Zambia" on condition that data collected is purely for academic purposes.

Be guided accordingly.

Yours sincerely


Sitali Wamundila (Mr)
REGISTRAR

cc: Director, Graduate School of Business

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Appendix 7: Introductory Letter



THE UNIVERSITY OF ZAMBIA

Telephone: +260 211 250871
Email: gsb@unza.zm
Tel/Fax: +260 211 290863

Graduate School of Business
P. O. Box 32379
Lusaka, Zambia

11th October, 2018

TO WHOM IT MAY CONCERN

RE: INTRODUCTORY LETTER FOR NJEKWA NAMUKOKOBA (GSB150949)

This letter serves to introduce Njekwa Namukokoba (GSB150949) a bonafide student in our Master of Science (MSc) Accounting and Finance at the University of Zambia – Graduate School of Business (UNZA–GSB). In partial fulfilment of their Postgraduate studies, each student is required to undertake a dissertation (research) in the final year of study.

May you kindly assist the student in granting permission for him to collect data from your Institution. The research is purely for academic purposes and the student is ethically bound to treat the provided information with strict confidentiality.

Should you have any queries or would like further information about the student, please contact the UNZA–GSB on the above e-mail address or phone numbers.

Yours Faithfully,


Dr Lubinda Haabazoka
Director – Graduate School of Business

cc. Assistant Registrar – Graduate School of Business